

A HISTORY OF EDUCATION
IN WEST VIRGINIA



BY
CHARLES H. AMBLER

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A
HISTORY OF EDUCATION
IN
WEST VIRGINIA

FROM EARLY COLONIAL
TIMES TO 1949

By
CHARLES H. AMBLER, PH.D.
Professor Emeritus
West Virginia University



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CHARLES H. AMBLER, PH.D.
Morgantown, West Virginia

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P R E F A C E

This book is the result of a lifetime study of the regional history of an area embracing primarily the Virginias. At first attention was given to the political, economic, and social conditions leading to the dismemberment of Virginia. With the completion of studies in those fields, interest shifted to the new state with a view to rescuing its history from an oblivion believed to be harmful. In the course of the resulting studies the author became convinced that ignorance of educational history was perhaps the most harmful. Among other things, it seemed to stifle individual initiative, to minimize the importance of education in the life of a people, and to foster an enervating inferiority complex. Inasmuch as most of the educational history of present West Virginia was conservatively progressive and throughout largely indigenous, this study is presented in the hope that an appreciation of the facts may restore confidence and quicken interest and thus make for greater progress. For that purpose the personnel phase of the subject was emphasized. The author regrets that the study could not have been carried beyond 1948.

Although the primary sources for this study were numerous, their use was spade-work of the hardest kind. This was particularly true of the sources for the last half century. For this entire period faculty records are buried in official reports, many of which are unpublished; acts of governing boards are hidden in minutes which are encompassed by a secretiveness that all but forbids access; legislative acts and reports have not been used extensively in helpful, factual, and interpretative monographs; and the records of student activities are buried in their annuals and in their newssheets. Moreover, some institutions of higher learning do not have complete records of such things as the honorary degrees conferred by them; except in a few cases the history of alumni associations is confined to the admittedly treacherous memories of a few persons; and many organizations have no records of their proceedings. When approached personally most persons were gracious in their promises of assistance in unravelling the resulting historical inaccuracies and deficiencies, but some of them were too engrossed in routine and in vacations to make their promises effective. Repelled by admittedly unseemly phases of the subject, a few persons thought the history of education in West Virginia should not be written, and a few others, engrossed in their own plans and programs for betterment, did not care to know too much of the past. Thus the possibilities of errors in the present study are admittedly great. If however, they are corrected in the spirit in which they were made, the possible usefulness of the study will be increased.

Because of the need for economy of space and because of a desire to produce a readable study, the problem of organization was a difficult one. Neither the topical nor the chronological approach seemed to solve the difficulty as effectively as a combination of the two. Accordingly, the prestatehood period was presented topically and the statehood period in four rather long but distinct chapters, each of which lent itself to both topical and chronological treatment. As a result a reader may, by use of the table of contents and the index, follow most any topic both topically

and chronologically. The comparatively large space given the University is because of the fact that it was a functioning institution composed of a number of colleges and embryonic colleges long before the several state colleges and most of the private and denominational colleges were established. Then, too, the author desired to present a picture of faculty and student life, and the University was his best approach to that objective. He hopes, however, that this study, together with those of Bethany and West Virginia Wesleyan colleges and some of the state colleges now available, will serve as patterns for still others. Inasmuch as a large part of the present history of education in West Virginia is largely traditional, such studies should of course be based upon the primary sources, which fortunately are available. Histories of education of each of the fifty-five counties in the state would help to complete the picture.

The present study deals primarily with the origin, organization, and administration of institutions and systems with only incidental mention of methods and philosophies. The study was undertaken in the belief that the social, economic, political, and even the spiritual life of a people are perhaps best reflected in their educational institutions and programs. The chief contribution is the incidental disclosure that the idea and the purpose of popular education in West Virginia were largely of Virginia origin and that the makers of the new state were progressively inclined. The study indicates also that the failure to keep abreast of the times following the Reconstruction was largely because of engrossment of the leaders in material things, because of their failure, under such conditions, to sponsor comprehensive and progressive educational programs and to provide the necessary physical plants to accommodate them, and because of the general ignorance of the masses and their indifference to education. Finally, the failure of the University to develop an adequate graduate program deprived it of its rightful place of leadership and caused state officials and residents generally to look to other states and other institutions for guidance.

To the hundreds of persons who aided in gathering data for and in reading parts of the manuscript, the author can extend only a blanket acknowledgment and thanks. Special acknowledgments are due the library staff and the administration of West Virginia University, the state department of education, Brooks Cottle, Editor of the *Morgantown Post*, who read the entire manuscript and made helpful suggestions with respect to both style and factual content, and to Dr. Roy Bird Cook of Charleston, who rendered a like service. However, the author takes full responsibility for possible important omissions and misstatements of facts. Publication was made possible through pre-publication purchase orders from the University, the state supported colleges, the private and denominational colleges in the state, and the county superintendents of schools.

CHAS. H. AMBLER

West Virginia University
January 1, 1951

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CHAPTER I

PRIVATE AND COMMON SCHOOLS TO 1861

EXCEPT in the certification of common school teachers, the government of colonial Virginia limited its control of education to certain requirements respecting poor orphans and indigent children. To owners of large estates this was not objectionable, as most of them were educated gentlemen, ambitious for their children and for the society then in the process of building. In the absence of villages, towns, and cities, such as then maintained community schools in New England, Virginia planters were compelled to use private tutors who were taken into homes and given almost complete control of the youth. For the most part, they were English and Scots "candidates for Orders" and were thus well prepared scholastically. The few indentured servants among them were equally well prepared. It mattered not that most tutors used teaching only as an avocation. Some of them became so engrossed in it that they gave their lives to it, and many private schools established by them developed into common schools and in some cases into academies.¹

For present purposes the most significant thing about the private schools of colonial Virginia was their tendency to become common schools, serving not only planters but also their retinues of overseers, artisans, and professionals as well. When incomes were small, employers sometimes allowed tutors to supplement their earnings by teaching children from neighboring plantations. In some cases such persons became resident pupils at the plantation house fortunate enough to have a schoolmaster. When schools thus patronized outgrew their quarters, they were moved into a nearby building or a schoolhouse was built. Thus plantation schools tended to become first private and finally common schools. In some cases tutors were the plantation bookkeepers and in rush times, such as the harvest season, they were called upon for a "short spurt" at manual labor.

Private schools such as those just described were independent of both church and state. Except in cases of competition for the services of capable masters, the very existence of these schools depended upon the will and the pleasure of planters or employers who hired and fired. Generally tutors were in such demand, however, that the terms of their employment were set forth in written contracts, primarily for the protection of employers. Such documents bound them to provide tutors with "meat, drink, lodging, and washing" for fixed periods. Generally tutors received also a small fee, about \$50.00 annually in present day money, and they might be given free use, during their terms of employment, of a few acres of land suitable for growing tobacco, corn, and vegetables. In return they agreed to instruct a specified number of children during a fixed period in the rudiments of learning: reading, writing and arithmetic. In some cases this instruction included also subjects of the Latin grammar school.

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Although an inquiry directed in 1723 by the Bishop of London to forty ministers of the Established Church in Virginia, disclosed that she then contained only charity schools, private schools were active there; for, as stated by Philip A. Bruce, an authority on seventeenth century Virginia institutions, "Perhaps the greatest proportion of the children who, during the Seventeenth century, received an education, obtained it in what came to be known at a later date as the Old Field School."

As the Old Field School, otherwise known as the common school, was a middle class product in no way connected with charity, it seems to have been of greater importance in the education of Virginia youth than either her charity or her private schools. The common school was in fact the basis of the present public free school systems of both Virginia and West Virginia. This is not surprising, however, as it confirms and explains facts unearthed by scholars in recent years regarding the political, social, and cultural role of the Virginia middle class element.

As in New England and elsewhere, Virginia common schools owed their origin and development to a spirit of cooperation, for as stated by Robert Beverley, "In all other places [those having free schools] where such endowments have not been already made, the people join and build schools, where they may learn upon very easy terms. The name later given these schools indicates that building sites were generally old fields or other abandoned and secluded spots, most of which were environed by a spirit of remoteness and seclusion. At times they gave little suggestion of human uses, for during a large part of the year these schoolhouses were vacant, except when used for cattle sheds and places of worship. Such centers were not, however, wholly forbidding, certainly not when masters were able and inspiring, as they sometimes were. Suggestive of the later country schoolhouse, even the log cabins of the West Virginia hills, there was something fascinating about the Old Field School site. As stated by Bruce, "From the adjacent forests, there came in summer the voices of birds singing among the branches, and in winter the roar of the wind in the bare treetops."²

Unlike the private schools of colonial Virginia, her common schools were subjected to a degree of church and state control. For instance, masters were licensed, first by the Bishop of London and later by the governor of the colony. When certification was by the latter, it was upon recommendation of the county justices who were thus in almost complete control. Toward the end of the seventeenth century justices courts vied with each other for the services of capable schoolmasters. They were thus at a premium and a number of them "accumulated enough by their profession to purchase estates."

As with private tutors, the terms and conditions for employment of masters of common schools were generally set forth in written contracts which specified the number of children to be taught, the charge for each, the manner of payment whether in cash or in goods, the length of term, and the subjects to be taught. In early tidewater Virginia the compensation was usually in tobacco, but as population extended westward the

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practice of "spelling" schoolmasters for their "bed and board" became somewhat general. In return they agreed to give instruction in "readin', 'ritin', and 'rithmetic," otherwise known as the "Three R's." More advanced subjects were sometimes taught, but there is little documentary evidence bearing on this phase of the subject.

In a modified form the private and common schools developed in eastern Virginia extended into present West Virginia, particularly the Eastern Panhandle, South Branch, and Greenbrier Valley counties. It is not known just where or when the first schools were established there, but one of the very first was at Old Fields, near Moorefield in present Hardy County. In August, 1748, a party, of which George Washington was a member, began a land survey at "the School House Old Field" near there. Five years later a schoolmaster was employed in present Romney. When the Greenbrier Settlement was destroyed that year, a schoolmaster was among the persons killed. Prior to June 28, 1758, Thomas Opps was teaching a German school at or near Brandywine in present Pendleton County, and two years later Frederick Upp taught for six months on South Fork River in the same county. In 1762 both a German and an English school were being taught in present Shepherdstown, then Mecklenburg. From 1787 to 1790 Israel Donalson was a part time school teacher in Ohio County.

As the first frontiersmen were generally intelligent and literate, they established schools for the education of their children. This was especially true after 1750, when, under Presbyterian influences, they experienced a spiritual revival which, as usual, made for improvement in intellectual standards. This was followed by a long period during which fighting and politics occupied chief attention and resulted in neglect of formal education. Apropos of this point, the almost complete absence of comment regarding schools in such writings as Doddridge, *Notes on the Settlement and Indian Wars*, and Withers, *Chronicles of Border Warfare*, is significant. But present concern is rather with the children and grandchildren of the pioneers. The illiterates among them have been generally placed at one-half of the entire population.

A saving feature of this situation was the native intelligence of the frontiersmen. The Germans and Scotch-Irish, who led the vanguard of settlement throughout the Alleghenies, were vigorous and resourceful in mind and body, and the Virginians and Carolinians who later pushed into the Kanawha Valley and neighboring areas were of the best Anglo-Saxon stock with all that implies. With each of these elements and with the few Dutch, French, and Swedes who accompanied them, constant vigilance and resourcefulness were the prices of safety and security. Consequently, nothing was left to chance, and nature became an effective teacher. Contacts with it whetted wits and made for a species of judgment that developed active minds in strong bodies. In other words, the Virginia frontiersmen were educated.

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The Indian menace removed and comfortable homes established, life in western Virginia became more conventional, and the residents came to feel the need for formal learning. This need was accelerated by a rising tide of evangelical Protestantism known as the "Second Great Revival." Under its spell deism was driven to cover, and Presbyterianism with its "Monarch God" and predestination was flaunted. In religious matters interest turned instead to a personal savior, Christ the divine man, and in things economic and political to individual initiative. The possibilities gripped the common man who readily enlisted his religious fervor and his new-found liberty in the solution of state and national problems.

The general results tended to strengthen secularization, and to prevent the reestablishment of a state church and theological professorships in institutions of learning. By an act of 1847 the general assembly provided also, "That no books shall be used nor instruction given in the public schools, calculated to favor the doctrinal tenets of any religious sect or denomination." The results had also a practical side. There were legal documents which needed to be read and signed, and there were also simple calculations which had to be made, if persons were not to be imposed upon. In most communities there was someone who could read and write, but it was not always convenient to find him. Besides, the idea of calling upon a neighbor for a service that advertised ignorance irked the frontiersman. For the best of them this was true also when they were forced to make a mark in sealing a deed or a marriage bond. Thus a measure of formal education, however small, was somewhat imperative as a matter of both practical utility and self-respect.

Then, too, many frontiersmen desired to read the Bible for themselves. This desire was fostered by the evangelical ministers as the only way to bring their followers to a personal savior. Some persons thus "aroused and sustained" wished to search the Bible for spiritual truths, while others wished to read it to find fault with their neighbors. There were a goodly number who did not read it at all, but they desired the ability to do so if for no other reason than to lay claims to its promises in cases of emergency. For all families fortunate enough to possess a Bible it was a convenient place to record dates of births, deaths, and marriages, and sometimes it was the only reader textbook available for a large family of children.

Mastery of the rudiments of an education was thus too practical a thing to permit the inhabitants of western Virginia to neglect indefinitely its agencies, particularly the school. Moreover, attainment of self-government was possible, according to Thomas Jefferson, their political mentor, only through education. Although many of the evangelical ministers, particularly Methodists and Baptists, were "called" to preach and thus tended to ignore formal training, they too appreciated it more and more

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as church officials became insistent upon higher standards and as it became necessary to measure wits with their more scholarly competitors, the Presbyterians and the Catholics. As a consequence, educators, politicians, and preachers tended to go hand in hand in determining the new educational order. All believed in a common morality without which there was no salvation or civilization for any one. In many, perhaps most settlements, a common center, sometimes a fort, as in the Hackers Creek Settlement of present Lewis County, was used for both church and school purposes.

This practice is well illustrated in the settlement of Salem, later Mount Carmel, now Aurora, Preston County, West Virginia, otherwise known as the "German Settlement." In 1787 a small band of German Lutherans, mostly newly married couples, decided upon this spot for a home site. Before building residences, they erected a community center which, after it had served its purpose as a common residence and storehouse, was used for a long time as the community church and schoolhouse. Another such center was Mount Hebron School, Cabell County, the building for which was used jointly as a school and a church. This school later became Marshall Academy and finally Marshall College.

Even more illustrative of these community efforts was the construction, begun in 1803, of a schoolhouse on a lot donated by Michael Kerns, Esq., "for the use of Morgan Town & the adjacent Settlement." Although Morgantown had maintained a school for some time prior thereto, as indicated by the fact that Bishop Francis Asbury preached there in 1792 in the "academical school," it was not until the former date that an effective movement was launched to provide "convenient" school quarters including a "Dwelling for the teacher." The latter was considered helpful in getting "a good Teacher on reasonable Terms."

An organization meeting for these purposes was held on July 9, 1803, in the residence of Henry Dering, at which time and place John Stealy, Alexander Hawthorn, William Tingle, Henry Dering, and Michael Kerns were named trustees and authorized to proceed with the construction of the proposed quarters, when the subscriptions therefor totaled \$300. The school building thus authorized, a one-story brick structure located at the southeast corner of present Spruce and Willey streets, was completed in due course and was later used to house Monongalia Academy which, after changing its location, became the paternal ancestor of West Virginia University.

Something of the motivating force of such undertakings is indicated furthermore in the records of a board of trustees appointed in 1830 to erect another building in Monongalia County for "the joint purpose of a meeting and school house." As the "grand end of human life" was considered by these trustees to be the cultivation of "intercourse with that Being" to whom they owed their lives and the maintenance of "integrative conduct towards our fellow creatures, so that, by forming piety and virtue

into habit," their group might become "fit members of that society of the pious and the good, which reason and revelation teach us to expect beyond the grave," they considered it an "indispensable duty devolving" upon them as parents to point out to their offspring "the path of morality and religion." They resolved, therefore, to erect for that purpose the proposed building. It was to be a log structure twenty feet square, one and one-half stories high, with a shingle roof, two jointed floors, one door, and three twelve-light windows. Under the direction of the board of trustees it was to be free for the use of all sects then "tolerated by the laws of the United States." For that reason it was named the "Union church and school."

Most of the first common schools in present West Virginia were products of initiative on the part of masters motivated by a desire for pecuniary reward and by a missionary spirit. They were otherwise known as private subscription schools. The rather vague and indefinite stories about the first school in this or that county or in this or that community generally tell of a visit by an itinerant master and of his success in "getting up" a subscription school. Such schools were "kept" in any available place, such as a loft, a barn, or a room in a private residence. When conditions were not satisfactory, masters, upon completing their contracts, moved to more attractive locations so that, as a consequence of a selective process, the best communities were served by the best masters. This left large areas without schools of any kind and thus contributed to the growth and perpetuation of illiteracy.

The situation, as of 1802, was perhaps adequately described by F. A. Michaux, as follows:

Throughout the western country the children are kept punctually at school, where they learn reading, writing, and the elements of arithmetic. These schools are supported at the expense of the inhabitants, who send for masters as soon as the population and their circumstances permit; in consequence of which it is very rare to find an American who does not know how to read and write. Upon the Ohio, and in the Barrens, where the settlements are farther apart, the inhabitants have not yet been able to procure this advantage, which is the object of solicitude in every family.

In the larger towns and villages private schools were active over long periods, while others, notably music, writing, night and business schools, came and went as determined by local needs and available teachers. One of the earliest of these schools in Charleston was a "Female Academy" maintained by a Mrs. Eckstein who, in March, 1823, advertised her intention to "continue to instruct a limited class of young ladies in spelling, reading, writing, arithmetic, geography and the use of the globes, and history." The tuition fees were six dollars per quarter. In addition thereto, she would accept "boarding pupils" at twenty-five dollars per quarter, who "would provide their own beds, bedding and washing." In payment of board she was willing to accept "salt and country produce suitable for family use."

Another school of the same sort was that kept near St. Albans in 1829 by Mrs. Eliza R. Fry, presumably in her own residence, Rose Hill, "for the instruction of Females." Through the columns of the *Charleston Western Virginian* for January and February of that year, she advertised "a course of instruction" to include orthography, reading, writing, English grammar, geography, sacred and profane history, and composition. Anticipating modern courses in home economics, she was prepared to "instruct her pupils in plain sewing, marking, and fine needle work." She would also "take a few Boarders" who were at all times to be under her "immediate care and control" and to receive "every attention that a parent would bestow." The tuition was \$20 per year, payable quarterly, and the charge for boarding pupils was \$80 a year which included "washing and every expense."³

Additional details regarding the origins and functions of pioneer schools in present West Virginia are indicated in a contract dated May 7, 1825, and signed by William Price of near Armstrong's Mill, Monongalia County, and sixteen patrons for eleven children and ten half-time children, as follows: "The party of the first part purposeth teaching an English School of Reading, Writing and Arithmetic for the term of six months to commence in May, 1825, for the consideration of one dollar seventy-five cents per Quarter, one third of which shall be paid in cash, the other two thirds in grain; wheat, rye and corn thirty-five and one-third cents. We, the Subscribers, do agree to the above considerations and besides will provide all necessaries for the said school. Further, the said William Price reserves to himself every other Saturday. To such Articles we do severally subscribe our names. P. S. Grain to be delivered at Davidson and Armstrong's Mill."

Even more informing is a certain "Articles of Agreement" signed in 1845 by Jonah Williams, teacher, and four patrons for a total of fourteen pupils. The common school thus constituted was to be taught in a log building near the mouth of Brush Run of Middle Fork of Hughes River in present Ritchie County, near the Doddridge County Line, and continue for sixty-five days. Additional details follow: "The said teacher doth bind himself to keep regular hours and show no partiality. And we, the subscribers, doth bind ourselves to pay unto the teacher one dollar and 75 cents per schollar and boarding in amongst the subscribers according to the number that we subscribe. Any kind of trade will be taken—Corn at 37½ cents per bushel, Wheat at 75 cents, Oats at 16¾ cents, Flaxseed Janes 75 cents per yard, Linsey 37½ cents, Linen according to quality. The grain is to be delivered at Zinn's Horse Mill."

Masters of "ye olde time" were persons of uncertain and varying knowledge and temperament. Some of them were well educated and otherwise well equipped for keeping school, whereas others relied largely upon their brawn and skill as wielders of birch gads and hickory withes

varying in length from three to five feet. With most masters such aids were only emblems of authority, but they were, of course, always convertible. Only here and there was certification required and expected. When not an itinerant, first masters were local farmers and preachers who needed to supplement meager incomes, but toward the Civil War period there appeared a sprinkling of young men who had stood at the head of their classes in the local schools or had attended an academy or perhaps a college.

Clad in flowing hunting shirts and buckskin moccasins, these masters were picturesque figures, but some of them were remarkably effective, as indicated by the fact that a number of their pupils, after only three or four terms of instruction of from three to four months each, were able to enter colleges and complete their courses. Leaders in the formation and admission of West Virginia to separate statehood were trained in this manner, for instance, Waitman T. Willey and Francis H. Pierpont. The teaching ability and reputation of masters depended, however, more upon their ability to "keep order" than upon their ability to inspire pupils.

First school buildings were almost invariably log structures and were crude, even for pioneer days. A typical schoolhouse of that period was located on Skin Creek in Lewis County. John Strange Hall, county superintendent of schools of that county, left this vivid description of that old building and its equipment:

The house was 16x18 ft.; built of round logs, slightly scutched down on the inside. The door, loft and roof were made of boards—the latter weighted down with poles. The cracks were chinked and daubed except one at the end and one at the side next the door, which was near the corner. These were enlarged for windows. There was also a small window on the opposite side near the fire. Instead of glass for filling the windows, one of the patrons furnished a few copies of the *Pittsburg Christian Advocate* for the purpose . . . These were cut into strips of suitable width and supported by upright slats, were pasted in the windows and greased to let in the light. My teacher told me it was to let the dark out. Broad poplar slabs were leveled with a broadax and closely jointed for a floor, and others dressed more carefully were put up in front of the windows for writing desks. Chestnut saplings split, leveled and shaved, and supported by legs of suitable length, served for seats. Every pupil carried his own back, for the benches had none. Blackboards did not adorn the schoolhouses of that age . . .

The chief glory of the edifice was its chimney. It was no half-wooden concern liable to take fire whenever an armful of dry wood was thrown on. One-half the north end was cut out, and a rough, though substantial, stone chimney with a capacity to absorb a respectable log heap and roast an ox on the hearth completed the schoolhouse.⁴

In the primary grades instruction rarely extended beyond reading, writing, arithmetic, and spelling, but, as the school progressed, new subjects, such as geography and history, were added. Texts in general use were the English Reader, Webster's Elementary Speller, The United States Speller, Pike's Arithmetic, and the New Testament, but there was

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no system of grading such as is used today. The usual division of pupils was into "little tots" or "beginners," and the "older pupils."

When "books took up" at nine o'clock in the morning, the teacher called the classes, one after another, before his desk, where they stood during entire recitations. The "head and foot" method was applied in most classes. Moving lips were accepted as evidences of approved study. To make sure of it, some teachers required pupils to read aloud, even in the preparation of lessons. Both study and recitation devices differed according to the temperament and notions of individual teachers. There was no supervision of any kind, but certain schools were visited from time to time by school commissioners interested in the education of poor children, who sometimes examined and addressed the pupils.

As the school day lasted from nine in the morning to four in the afternoon without any opportunity for most pupils to go home because of the great distances, recreation and diversion were important features of the daily program. Long walks to and from school, coupled with the necessity of doing chores at home, provided sufficient exercise, but a seven-hour day in a room, sometimes filled with smoke, became monotonous even when administered by a capable master. Recreation periods were therefore the highlights of the day. There were usually three of these: One of about fifteen minutes duration sometime between ten and eleven, another about an hour long between twelve and one, and a final period of fifteen to twenty minutes between two and three in the afternoon. A small part of the "noon hour" was used for the consumption of basket and bucket carried lunches. Otherwise these periods were given over entirely to play. Favorite games for boys were "long-town", "bull-pen ball", "black man", and "Indian", while girls played "ring around the rosy" and "drop the handkerchief." Sex lines were sometimes broken down in these games for free-for-alls of such of the favorites as might be suggested by a pupil or even a teacher leader. Meanwhile, the more venturesome of the larger and older boys might be searching the hillsides for wintergreen, chasing a chipmunk or a groundhog, or dislodging a raccoon from his retreat in a nearby tree.

Largely because of the meticulous and incompetent teachers and the general decline of interest in education in the decades immediately following the Revolution, the old field schools were sometimes regarded with contempt in eastern Virginia. After comparing the work of the Latin grammar school with that of the common school, Thomas Jefferson wrote, "The mass of education in Virginia before the Revolution placed her with the foremost of her sister colonies. Where is her education now? The little we have is imported, like beggars, from other states, or we import their beggars to bestow on us their miserable crumbs." Such criticism led to a revival of learning in eastern Virginia which will be mentioned again later in this chapter.

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Common schools and their masters were in greater favor in the western counties. Following the long period of forced neglect of education during the Indian wars and the home making which followed, they were so far removed from whatever Latin grammar schools they may have had, if any, as to leave no standard of comparison. Moreover, their teachers, while perhaps less competent, were also less transient. Like their private schools and academies, their common schools had started from scratch and were, in their modified form, largely a pioneer product. They therefore found a place in the affections and traditions of frontiersmen that has been fittingly preserved in their records and their literature. Something of the sentiments contributing thereto was expressed by a county school commissioner in 1825 who was "scarcely ever" able to pass an old field school or to think of one "without agreeable emotions." To his mind they presented "ideas of health, of innocence, and of athletic sport." Moreover, he regarded them as the "nurseries from which are to arise the future stays and supports of civil society."

In the absence of primary source materials, the number, location, and enrollment of private and common schools in present West Virginia for any year in the pre-Civil War period, cannot be determined. In 1823 there were 38 schools in Ohio County, of which number only 13 were open for a full term. Only 28 of these schools were attended by poor children. Joseph Martin in his *Gazeteer of Virginia*, published in 1836, makes little or no mention of private schools and, by use of state documents, indicates only the number of common schools used for the education of poor children. With three counties, Fayette, Jackson and Logan, not reporting, there were six hundred and sixty-eight of these for the year ending September 30, 1833. As some of the counties did not at that time use more than half of their common schools for the education of the poor, this total falls short of the number of such schools in existence. With one county, Logan, not reporting and with Kanawha, Jefferson, and Ohio counties reporting that they had each adopted the district free school system, there were six hundred ninety-one schools used for the education of poor children for the year ending September 30, 1850.

For an isolated area with inadequate transportation the common school situation in present West Virginia, as of 1850, represented progress. In a large measure this was a product of the literary fund, the county quotas from the income of which had been used to narrow the realm of illiteracy by aiding backward communities in establishing schools through guaranteeing payment of tuition fees of certain of their poor children. As indicated elsewhere, this was in fact the most beneficial use of the literary fund. Other factors aiding it in this conquest were the steamboat and the stage coach, made possible by improved rivers and roads. Their coming led to the rise of villages, towns, and cities which in due course became common school centers. This was notably true along the Northwestern

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and the Staunton and Parkersburg turnpikes. When, for instance, Irish workmen who helped to build the latter became residents along and near it, they built churches and schoolhouses.⁵ In the next decade and in a similar manner the coming of the Baltimore and Ohio Railroad, completed to Wheeling on January 1, 1853, stimulated interest in common schools along and near it.

Even with the aid of such civilizing agencies as steamboats, stage-coaches, railroads, missionaries, and evangelical preachers, large parts of West Virginia were in 1860 areas of arrested development: Since the French and Indian War settlements had extended in all directions from the large river and mountain valleys, until they had reached the innermost recesses of the entire area. When roads and other agencies of inter-communication did not follow, settlers tended to take routes of least resistance, which readily led to illiteracy. The resulting situation for the entire area was perhaps adequately described by a colporteur for the American Tract Society. Commencing his labors on April 1, 1845 in the "Town of Fairmont," he first visited Francis H. Pierpont, "a young lawyer," who volunteered to accompany him to "every house in the town." With his help three days sufficed to place his "buggy load of books." He then replenished his stock and commenced his work "in the country among the mountains." In a later account of his experiences he said:

It was like a translation from sunlight into darkness—from a high civilization into one of ignorance and superstition, with here and there a family of wealth and refinement.

The very broken, rugged state of the country, with a sparse population, rendered it impossible for the people to support either schools or churches. Consequently in many isolated communities whole families grew up without any one knowing the alphabet, and very few places had preaching more than once in a month, and that on a week-day in some log cabin to a few women. I have visited as many as ten families in succession, in one case fourteen, without finding a Bible. It will hardly be thought strange that youth of both sexes were often found who could not tell who is the Son of sinners, and that when they were told of Christ dying for sinners, they would look incredulous and say, we live so much out of the way that we never hear any news.

Other and equally reliable contemporaneous accounts confirm the existence of this situation of ignorance and destitution. For instance, General Jacob D. Cox in his scouting expeditions in the Kanawha Valley in 1861, "found little farms in secluded nooks among the mountains, where grown men assured us that they had never before seen the American flag, and whole families had never been further from home than a church and country store, a few miles away." Of an area somewhat removed from the Kanawha Valley the Rev. Robert Hagar, delegate from Boone County in the First Constitutional Convention of West Virginia (1861-63), indicated that it then contained "family circles" of "intelligent boys and girls 14 and 15 years old whose faces testified to good natural ability," who did not know the alphabet. Their parents were described as equally illiterate.

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With eastern Virginia leading the way, the tract movement was designed for dealing with a similar situation "in the New Settlements." As originally proposed by public spirited residents and announced in the *Fredricksburg Virginia Herald* for May 23 and 26, 1812, this movement took the form of a "Charitable Plan," according to which small tracts and books were to be printed free of charge and distributed among residents of these settlements. The plan contemplated also the free distribution of several hundred boxes of two sizes: One, the smaller, to contain the alphabet and the other the decalogue. Each box was to be accompanied by the necessary instructions for the use of its contents. The idea was that any child, however situated, would get the rudiments of an education, provided it had the opportunity. This plan failed largely because those whom it was intended to serve were too illiterate to help themselves and generally had no desire to learn.

With the aid of colporteur agents, the tract assault upon illiteracy was more successful in present West Virginia than in Virginia. These agents represented the Virginia Bible Society, founded in 1814; the American Bible Society, founded in 1816; and the American Tract Society, organized in New York City in 1825 for the nonsectarian distribution of Christian literature among those who needed it. Combining the enthusiasm and unselfishness of the ideal schoolmasters with the piety and crusading spirit of the missionary, their agents conducted an aggressive campaign against ignorance. By use of horses and buggies colporteurs distributed thousands of religious tracts in the rural sections of present West Virginia and organized a number of societies to aid them. Sometimes they were showered with indignities, but they were persistent and, when they could not sell their wares, they gave them away. This was in fact the general policy with respect to a home which did not possess a Bible. The thoroughness of their work is evidenced by the many tract publications which come to light today at farmhouse public sales of household and kitchen goods.

As this plan combined spiritual and educational objectives and was generally opposed by those who believed in the civil control of primary education, it is difficult to determine its effectiveness, but results in particular cases were suggestive of the possibilities. For instance, a colporteur operating in present West Virginia in 1845, gave a tract to a poor widow with a large family, not a single member of which could read. To his surprise she returned the next morning and asked his wife to read the tract for her, which she did. Meanwhile the widow listened attentively and, when the reading was ended, said, "Well, it is a nice thing to read; I wish I could do it." She returned the next day and showed such concern that her hostess offered to teach her. The offer was accepted, and "In a few months she and her children could read all that was in the primer."

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At another time and place, a colporteur gave "one or two books and some tracts" to a family and read from some of them and explained illustrations to the children. When he returned that way some months later, the father said, "Well, you have give me a purty lot of trouble by leaving them books here. I had no peace until I got a man to come and larn them [the children] to read them." Such instances could be multiplied to some length. Of their cumulative results a colporteur said:

There is probably no region of our country, when all the difficulties are considered, where the Tract Society and colporteurs have done as much real good as in Western Virginia. Some of the most godly men we ever employed had visited every house again and again, and most of the books to be found in the houses were the Society's publications. In some of the poorer districts they were even the only schoolbooks. I have heard of schools in those mountains where one had Bunyan, another Baxter's Call, or Saints' Rest and so on all through the school. We can say that in many places the work has made the wilderness and the solitary place rejoice and blossom as the rose.

Of his experiences in western Virginia, the same colporteur said:

One of the great difficulties I had to encounter was the large number of families that could not read. These I found every day. When I would show my books and urge them to buy, the reply was, "*Oh, none of us can't read.*" I soon saw the necessity of planning some means to remedy this evil, and began to establish little Sunday schools in each neighborhood. I would hunt up the best reader I could find for a teacher, furnish them with a small library of books, give them the best direction I could on how to conduct it, and set them to work. Although some of these schools were very superficially conducted, and in many cases there was nothing done in them but teaching young and old to read, still they had the effect of rousing the mind to the acquisition of knowledge, and preparing the way of the Lord. Many of these schools accomplished great things, and resulted in the establishing of little churches. Others seemed to fail, except so far as they woke in the minds of some a thirst for knowledge.

In that it aimed to serve the rich and the poor alike, the secular Sunday School was more effective than the tract movement in fostering the public school idea. Shortly after Robert Raikes established Sunday schools in the factory towns of England in 1780, this institution made its appearance in Virginia, where it was first sponsored by Methodists. Soon thereafter it was taken up there by other evangelical sects and by 1818 it was in such favor as a teaching device as to be considered seriously as a substitute for the public schools then in use. As stated later, the "Sunday school came in answer to a genuine desire on the part of many people to improve the wretched condition of those poor whites who, after the Revolution, isolated themselves in what the newspapers called the 'New Settlements'." Elsewhere, it brought the rich and poor together on a common level and thus enabled the former to see the educational needs of the latter. At the same time it accustomed the rural districts to schools.

In due course the Sunday school movement extended to western Virginia, where it was sponsored by the evangelical churches, particularly the Methodist. With the aid of the tracts distributed by non-sectarian

colporteurs and the Sunday School Union, organized in 1824, these denominations extended their activities into remote rural areas. This movement seems to have started in Charleston, where "parents and others" who were disposed to aid it, were asked to meet in the Academy in March, 1823. In support of the movement, a "Friend of Literature" alleged that "a few of our whimsical town philosophers" looked upon those who supported the movements as "fools and hypocrites", but he was sure that "men of judgment will look upon them differently." As the term "Sunday School" was not then generally understood, he informed the good people:

That this institution is not intended merely to benefit the poorer class of citizens, who are unable to send their children to other schools; nor is it calculated only to corrupt the good morals which have been deeply impressed by their parents. By no means. The institution is open to all classes, rich and poor without distinction; and Charity is its brightest pillar. But here some may be ready to exclaim, "We need not your charity, and our children shall not embrace it."

In any case the "Friend of Literature" concluded that it was better for children to be attracted by "an institution of morality, even if founded on charity, than for them to be drawn to the doors of Taverns [the social centers of the time] by the clamor of the worshipers of Bacchus." He could therefore only say, "Suffer little children to attend this school and forbid them not."

While at a loss to conjecture who the "whimsical town philosophers" were, Mason Campbell, the capable editor of the *Western Courier* and the librarian of the Charleston Library, expressed the belief that there was not "an individual in the village" who could offer a plausible objection to such an institution as the Sunday School. On the other hand, they would unite to sustain it. The fact that it was based on charity would, he thought, only commend it. Moreover, objections made on the score of charity alone would "be found to proceed from those who are the greatest objects of it."

With the coming of Germans and Irish in the 1830's and 1840's parish priests and zealous laymen concerned themselves for the intellectual well being of Catholic children. Because they were generally sponsored by the Church and restricted attendance to its membership, these schools were neither strictly private nor common as described in this chapter, but they had features of each. The first of these institutions was St. Vincent's Female Benevolent School, established in Martinsburg on January 1, 1838. It was taught by Sisters of Charity from Emmettsburg, Maryland, but for some unknown reason it closed on November 4, 1841. But private schools were maintained by Catholics in Martinsburg until 1870, when a parochial school was reestablished there.

Catholic laymen-taught schools resembled closely contemporaneous common schools. The first of these was established in 1846 in Wheeling and was presided over by Anton Becker who taught reading, writing, arithmetic, catechism and Bible history, all in German. Other Catholic

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lay schools in the pre-Civil War period, together with the dates of their founding, were St. Joseph's Settlement, Marshall County (1854), Parkersburg (1856), Wellsburg (1857), Grafton (1859), Weston (1860), Mason City (1860), and Benwood (1860). The schools at Parkersburg, Wellsburg and Weston ceased to function after a few years, but the others had a continuous existence to the present time and in due course became parochial. The history of each was a story of persistence and self-sacrifice.

Although educational advance, of whatever kind, was continuous and uninterrupted, western Virginia did not share extensively in the educational renaissance which began in the twenties and continued through the forties of the last century. Having tired of the Ichabod Cranes who had infested their counties in increasing numbers since the Revolution, the easterners launched a movement for better teachers. Their objective was of course a restoration of the finest qualities of the Latin grammar school.

While school commissioners for the western counties were experiencing difficulty in finding morally fit and scholastically competent teachers, neither they nor their patrons participated in the revival movement for the simple fact their schools were products of a continuous growth. Like academies, their common schools, however poor, served their needs when they extended to the remote areas and were staffed by competent teachers. More than anything else perhaps this common objective, better teachers, though gauged by different standards, enabled eastern and western Virginia to cooperate in the educational conventions which featured their progressive activities during the twenty years immediately preceding the Civil War.

On this point it will suffice for present purposes to indicate that many of the plans and proposals later advanced and generally attributed to other states for improving the teaching personnel of the schools of the country at large, were suggested and, in some cases, seriously considered in Virginia in this period. For instance, leaders were generally agreed that "the greatest obstacle to education in Virginia is the want of well educated and moral teachers." To supply this need Dr. Henry Ruffner had suggested that a normal school be established in every county with a practice school for "apprentice teachers," and the possibility of women being better teachers than men for primary grades had been seriously proposed. About the same time uniform teachers' examinations had been suggested; county and regional educational societies had been established; the organization of a state education association had been considered; pensions for teachers had been proposed; and during the last part of this period teachers were being trained at the University, at Virginia Military Institute, and at Emory and Henry College.

More important still, experience in developing the common schools had led to the general conclusion that they should and would be superseded

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by a state-wide system of free public schools. This belief was forcefully set forth in 1856 by Henry A. Wise in a public address, in which he advised Virginians to tax themselves, to pay their state debt, and to educate their children in "common primary schools at State charge." Although the attainment of general culture was far removed, he was convinced that "education alone can make you [Virginians] a free and happy people." Moreover, as indicated by Thomas Jefferson in 1820, failure to attain it was "not from our poverty, but from want of an orderly system."⁷

NOTES

Chapter I

1. Philip A. Bruce, *Institutional History of Virginia in the Seventeenth Century*, Vol. I, pp. 323-342; Cornelius J. Heatwole, *History of Education in Virginia*, pp. 28-35, 51; Paul Monroe, *Founding of the American Public School System*, p. 61.
2. Bruce, *Institutional History*, Vol. 1 p. 331; William A. Maddox, *Free School Idea in Virginia before the Civil War*, pp. 109-111, 188; Heatwole, *Education in Virginia*, pp. 48-53; Monroe, *American Public School*, pp. 60-61. Robert Beverley, *The History of Virginia* in four parts (Richmond, 1855, ed.), p. 224.
3. In 1835 *The Wheeling Tri-Weekly Gazette*, August 21 and November 11, advertised night and writing schools taught by Charles B. Stickney who made "no pretensions or outlandish blusterings, but candidly solicited a share of the public patronage."
4. E. C. Smith, *A History of Lewis County*, p. 270. *West Virginia School Journal*, March, 1898.
5. Something of the methods employed and their success is indicated in the life work of Rt. Rev. Msgr. Thomas A. Quirk for more than fifty years a parish priest in Lewis County, Morgantown *Dominion-News*, Jan. 23, 1937.
6. The Rev. John Cross, *Five Years in the Alleghanies*, pp. 72-73.
7. Virginia General Assembly, *House Journal* (1857-58); *American Journal of Education*, Vol. 2, p. 557; Maddox, *Free School Idea*, pp. 167-168; U. S. Com. of Ed., *Annual Report* (1899-1900), Vol. I, pp. 397-398; Jefferson, *Writings* (Ford, ed), Vol. 12, p. 172.

CHAPTER II

EDUCATING THE INDIGENT POOR

THE public free school system of West Virginia evolved directly from common schools, from district free schools, and from free public schools for the indigent poor. The antecedent common and district free schools were largely creations of the provident middle classes, whereas the schools for poor children were initiated and maintained by the state partly as a means of preserving the separation of church and state by keeping state subsidized education under civil authority. Generally the schools of the three systems functioned concurrently, were staffed by the same masters, and were housed in the same buildings. Because the schools for the poor were maintained and supervised by the state they became the foundations for the state systems later established in both Virginia and West Virginia.

Plans for educating the Virginia poor can be traced directly to the apprenticeship laws and the regulations for training poor orphans and indigent children, which in turn were based upon the English Poor Laws of 1601. In keeping with the latter and with the policies of the established church the colonial assembly in 1643 "injoyned" overseers and guardians of "orphants to educate and instruct" them "in Christian religion and in rudiments of learning." In keeping with the same interests, the general assembly three years later authorized county courts to choose two children, either male or female, from each county of the colony "to be sent up to James City . . . to be employed in the public flax houses under such master or mistresse as shall be there appointed, in carding, knitting, and spinning." An act of 1672 authorized county courts to apprentice to tradesmen any and all children "whose parents are unable to bring them up."¹

During the next century the laws and regulations governing apprenticeships tended to lose their mercenary character and to become paternalistic, thanks to the shepherding influence of the established church. In 1705 masters were, for instance, "obliged to teach" apprentices to read and write, and in 1727 churchwardens were permitted to apprentice certain indigent children only to those who would teach them Christian principles. Subsequent acts, notably those of 1748 and 1755, required that wards and apprentices be taught useful arts or trades and also reading and writing. By the time of the Revolution the state's responsibility with respect to poor children was thus so well established that it survived the shock incident to the separation of the church and the state.

With the advent of the Jeffersonian school of thought humanitarian sentiments grew apace in Virginia, but the agencies through which they functioned were gradually secularized. One of the first evidences of this trend was the general transfer of powers and duties of dealing with poor orphans and poor children from churchwardens, vestries, and other church

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officials to county and state authorities. In the western counties where Dissenters held almost complete sway, this transition was facilitated by the absence of parish organizations. Thus, by a series of acts beginning in 1778, separation of church and state was all but accomplished before the state church was formally disestablished seven years later.

Under this changed order county courts continued to apprentice poor children and wards primarily with a view to their commercial and economic usefulness, but, in keeping with Jefferson's program for democratizing the state, the literary side of their education was not neglected. This was indicated in a general assembly act of 1786, which authorized the apprenticing of poor children and orphans to learn trades and businesses but required that they, both boys and girls, should also be taught to read and write. In the case of boys, they were to be taught "common arithmetic, including the rule of three." Omission of requirements respecting moral and religious education was because of adherence to the policy of separation of church and state and is significant in that responsibility for such training was left entirely to the church.

Although the apprenticeship laws of the next quarter century continued to be determined primarily by economic considerations, there was meanwhile a growing belief in the need for a literary education for poor children to enable them to function as citizens according to the Jefferson plans and ideals. This tendency was accelerated in 1796 by the assembly authorized aldermanic system of free elementary education for all white children regardless of their economic status. As indicated elsewhere, this system failed to function, and it was necessary for the state to continue to provide for poor children. This was done in 1802 in the "Act Concerning the Glebe Lands," which authorized the creation of special school systems and thus opened the way for the creation of a general system.²

In keeping with these tendencies and the generally quickened interest in education produced by the evangelical churches, by articles in the *Richmond Enquirer*, and by Jefferson's announced intention to return to Virginia, his friends, Governors Monroe, Cabell, and Tyler, in their formal messages of 1801, 1802, 1806, 1808, and 1809 brought the matter to the attention of the general assembly which referred it to committees.

Instead, however, of dealing with the subject in a comprehensive manner, as desired by Jefferson and others, the committee in 1809 reported a bill to establish a state literary fund to be used "for the sole benefit of a school or schools, to be kept in each and every county within the commonwealth" for the purpose of inculcating the youth of Virginia with such a spirit of loyalty to the state as would insure the preservation of the laws and the constitution. The literary fund thus established became "the foundation of all future state school legislation and an instrument, . . . of direct state control in the spread of educational opportunity." Or as otherwise stated, "the Literary Fund . . . is important . . .

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as marking the first attempt in Virginian history to create a fund applicable to general educational purposes for the state as a whole."³ Division and apportionment of the fund "in such manner as seemed best adapted to the promotion of learning", were left to the next general assembly.

"The next general assembly" passed "An Act to Provide for the Education of the Poor." This act created the machinery for administering the literary fund and, reflecting the dominant Jeffersonian influences in education, declared its purpose to be "humane, just, and necessary, involving alike the interests of humanity and the preservation of the constitution, laws and liberty of the good people of this commonwealth." This was followed by a warning protest against "any other application of the said funds by any succeeding general assembly, to any other object than the education of the poor."

"For the time being" administration of "the Fund" was vested in a board composed of the governor, lieutenant governor, treasurer, attorney general, and the president of the state court of appeals, otherwise known as "the President and Directors of the Literary Fund." The governor was ex-officio president of this board which was required to make annual reports to the general assembly. In keeping with current practices, it was also authorized to establish a lottery to be used to enlarge the fund to the extent of \$30,000 annually. The proposed lottery might be operated by the individual board members or by such an "undertaker or undertakers" as they might select. As soon as funds permitted, the proposed "school or schools" were to be established.

Although the literary fund amounted to only \$21,706 at the end of two years and the lottery as a means of boosting it had been outlawed, it was well received by conservative elements of eastern Virginia, including many Federalists, and by those who favored the separation of church and state. Generally they attributed the slow growth of the fund to perversion of the glebe funds and to the war then in progress. Both Charles F. Mercer and James Barbour claimed authorship of the bill creating the fund, and, as a means of enlarging it to the point of adequacy, Governor Barbour recommended restoration of the lottery and additional appropriations. In a circular letter dated March 30, 1814, he indicated that the fund had been "hailed with rapture by the friends of science, of freedom, and of virtue" and that he was looking forward with enthusiasm to a time in the near future when the board would be able to establish the proposed schools "in each county of the commonwealth." The general belief was that the fund would in time make education in the rudiments possible for the poorest child in the state.

Opposition to the fund was most forcefully expressed by Thomas Jefferson. Although he approved its purposes, he was opposed to state subsidies for local government functions. His chief objection was, however, to the central board set up under the act of February 12, 1811. Rather

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than have a system of schools managed for rather than by the people, Jefferson would have withdrawn his support of the proposed system entirely. As well, he thought, commit the management of farms, mills, and stores to the governor and council. Moreover, he objected to this board, because it was composed entirely of easterners. When the plan for educating poor children was later combined with that for a university, Jefferson temporized with the former as a means of getting the latter.

Midst the exchange of opinions regarding the merits and uses of the literary fund, it was on February 24, 1816 increased to more than \$1,200,000. This was at the suggestion of Charles F. Mercer and was accomplished by diverting repayments of loans to the Federal Government on account of the War of 1812. As the condition thus produced with respect to education tended to place Virginia abreast of her sister states, several of them having also created literary funds, the effects were quickening. Present concern will, however, be with plans for the education of poor children, as set forth in an act of the general assembly of February 21, 1818, "Appropriating Part of the Revenue of the Literary Fund and for Other Purposes."⁴

This act allocated annually \$45,000, income from the literary fund, to the counties and certain cities of the state for the education of poor children. The quota for any unit was such proportion of the total annual appropriation as its free white population was of the total white population of the state. But no payments were to be made to any unit until its treasurer had given bond with good security and these facts had been properly certified. These functions were entrusted to the president and directors of the literary fund, who were thus constituted its fiscal and supervisory agent.

The county was the local unit of administration which was vested in school commissioners, not less than five nor more than fifteen for any unit. The commissioners were appointed by justices' courts, and were required to hold at least one annual meeting at the court house, but they might have such extra meetings as were deemed necessary. No business could be legally transacted in the absence of a quorum which consisted of a majority of the commissioners in any county. They might select both a clerk and a treasurer and pay the latter such an allowance as they deemed reasonable. They were also permitted to pay "their own reasonable expenses incurred in attending their meetings" and were required to take over all funds then held by overseers of the poor and such other funds as might have accrued to them under the existing laws.

Although the authority of school commissioners was permissive, it was comprehensive. For instance, they had the sole right to determine the number of poor children to be educated in any unit; the sum, within their available means, to be paid for their education; the schools to be used; the choice of teachers; and the tuition to be paid. These functions

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were apportioned among the board members in regular meeting. The only limit upon their authority, within the law, was the approval of parents and guardians, which was required before a child could be sent to school. Under no condition could a child be compelled to attend, as under the superseded ward and guardian system. Instruction for poor children was restricted to reading, writing and arithmetic, and the choice of teachers was practically restricted to those in the existing common schools. Tuition charges were paid through orders drawn by the commissioners on their treasurers.

School commissioners were also required to make annual reports to the president and directors of the literary fund. These reports were to show the number of indigent children in any unit, the number of schools used for their instruction, the cost per day for each child in attendance, the number of indigent children in actual attendance, and what additional funds, if any, were needed to educate all the poor children within their jurisdiction.

Finally the act of February 21, 1818 allocated \$15,000 annually for uses of the proposed university and authorized the appointment of a "board of commissioners" composed of twenty-four "discreet and intelligent persons" to select a proper site for it. With Thomas Jefferson as the most distinguished and interested member, this commission met on August 1, 1818, at "Rockfish gap on the Blue Ridge" and selected Charlottesville "as the proper site." It was understood, however, that the appropriation to the University would not be available, if it "impaired or diminished" that for the education of poor children.

If the act of February 10, 1810 creating the literary fund has been correctly described as the foundation of all the future school legislation of Virginia, that of February 21, 1818 "Appropriating Part of the Revenue," was certainly an important superstructure. First of all, it was an undisguised departure from the act of February 12, 1811, which dedicated the literary fund to the education of poor children. It was also a radical departure from the practically compulsory system of ward and guardian education for poor children maintained until 1785 through joint authority of the church and the state. More important still, as indicated by Jefferson, it indicated that Virginia would try to solve her education problem by moving from the top downward as well as from the bottom upward.

The diversion of a portion of the income from the literary fund to the University launched a struggle between it on one side and the friends of state subsidized common schools, academies and colleges, on the other, the bitterness of which did not spend itself in the pre-Civil War period. Academies and colleges objected to being discriminated against and interested middle class elements objected to the use of public funds from any source for the education of the "sons of nabobs." To meet these ob-

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jections the general assembly on February 24, 1821 appropriated \$20,000 annually from the literary fund to "such colleges, academies, or intermediate schools" as it might later designate. The appropriation was to be available when and if the income from the literary fund exceeded \$60,000 annually.

Despite these appeasing measures, the "primary system," as the plan for educating the poor was called, did not function as effectively as expected. From the outset commissioners had trouble in understanding and applying the term "indigent poor," and some counties even failed to appoint commissioners. In the absence of common forms and instructions for making reports, they were either not made or were meager and uninforming. Where serious efforts were made to comply with the law, authorities generally agreed that the funds were inadequate. Finally, there was no evidence of heroic efforts to put the system upon a working basis in counties west of the mountains, such as were made by Joseph C. Cabell in Nelson County. Meanwhile income from the fund was being lent to the University to aid its building program. By 1824 these loans aggregated \$180,000, at which time the interest thereon was suspended. These loans were later cancelled.

On the other hand, the system was ably defended as the foundation of a future plan free to all. Conservatives regarded it as a continuation of the overseer and guardian system, with the burden shifted from themselves to the state, and were of course favorable to its continuance. It was therefore decided to make it work rather than to abolish it, but the remedial legislation for that purpose was further indication of the weakness of the system.

These remedies found expression in two acts, that of March 2, 1822 and that of March 24, 1823. The first act permitted payment of arrears due the several counties only when additional bond had been given and when application was made before January 1, 1824. Furthermore, no part of the quota for any year to any unit was to be paid until its commissioners had reported to the clerk of the county court the proceedings of the previous year. These reports were required to set forth the "sums" expended for the year and the unexpended balances on hand. To determine these each school commission was authorized to appoint a committee of not less than three of its own members, which was required to certify its findings to the clerk of the county court, who in turn was required to forward it to the "Board of the Literary Fund." For failure to act in this matter the court clerk was subject to a fine of fifty dollars.

The second of these acts was even more drastic than the first and thus more revealing with respect to the existing evils. It required school commissioners to report directly to the president and directors of the literary fund. For failure each and every member of an offending board was subject to a fine of ten dollars. Moreover, there was to be no es-

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caping service duty, because the county justices were required to fill all existing vacancies and to keep them filled under penalty of a fine of ten dollars each for failure. Under similar penalties for refusal to function all appointees were required to serve, provided they had not already served one year. More informing still, school commissioners were henceforth to have "no allowance except for the necessary and indispensable charges for stationary, clerk hire, and a compensation to the treasurer not exceeding two and a half per cent."

By an act of 1823 the office of second auditor was created and made the accountant of internal improvement funds and the literary fund. He thus became to all intents and purposes the state superintendent of public instruction. That this was intended by the authorizing act is indicated in the following excerpt: "In order to bring into more complete operation the system of primary education now organized by law, it shall be the duty of the school commissioners to make their annual reports to the Superintendent of the Literary Fund."

This change was in response to the growing demand for more personal thought and consideration to problems pertaining to the education of poor children. Fortunately for Virginia and West Virginia as well, James Brown, Jr., was at this time the second auditor. He was in complete sympathy with the literary fund and its purposes and, as indicated by his record, entertained hopes of expanding the schools for poor children into a state-wide public free school system. His annual reports are perhaps the most informing sources of educational history in ante-bellum Virginia. Resulting acts moved ever closer to the goal of a public free school, but they were generally accompanied by provisions to improve and preserve the existing system.

Despite the directing hand and stimulating appeals of Superintendent Brown, unexpended balances continued to accumulate in the treasuries of many school commissions. By 1828 the total exceeded \$91,000. It was largely because of this condition that the district free school act of 1829 (see Chapter III) was approved. Under this act all quotas due any county or corporation were to be withheld until the "unexpended balances on hand" had been reduced to a sum not exceeding its annual quota, or until legal steps had been taken to recover "unaccounted for" funds. At the same time the second auditor was directed to prepare for the uses of school commissioners uniform blanks covering every phase of their duties.⁵ The evident intention was to make the existing system both foolproof and rogue proof.

In distributing these forms Superintendent Brown made an earnest appeal for their use and incidentally gave an excellent explanation of the character and purpose of the literary fund. As then stated it was "an institution of a wholly charitable nature," the success of which depended "entirely upon services not only gratuitously but zealously rendered." He

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therefore admonished every commissioner to look to a higher reward found in "The consciousness of having been the means of rescuing from a nursery of vice, intemperance and disease, some bold and soaring spirit, to fight the battles of his country, and adorn its history with his brilliant career, or of having given the first impulse to the expansive mind of some highly gifted but modest youth, destined to guide the councils of his country by his wisdom and eloquence."

Reports from counties in present West Virginia indicated the need for this admonition. They reveal failures to appoint commissioners in some counties and failures of commissioners to function in others. Few or no records of proceedings were kept before 1823, and for some years thereafter such records as were kept were meager and uninforming. As indicated by the "unexpended and unaccounted for" balances in the hands of the commissioners in 1828, funds entrusted to them either were not spent or were used carelessly and even fraudulently. In counties where commissioners were not appointed, their quotas were, of course, not drawn. In most cases where quotas were drawn and used, reports indicated their inadequacy. Aid was extended therefore as a matter of selection, which could not have been free from prejudice and favoritism.

Generally commissioners reported difficulty in finding qualified teachers. In some instances children were kept at home to perform labor tasks, and in others commissioners continued to experience difficulty in interpreting and applying the term "indigent poor." Generally, it was "considered" to apply to those who could not afford to send their children to school and at the same time supply them with suitable clothing and food. In most cases small allowances, rarely exceeding ten dollars annually for any county, were made for books and paper. Many commissioners had difficulty, amounting to embarrassment, in explaining unused balances. Under such conditions they reported funds sufficient and were unable to make suggestions for the betterment of the system. In some cases, Kanawha County for example, critics of the system were challenged to suggest a better one.

With the aid of the forms distributed in 1829 Superintendent Brown was able to make comprehensive reports. With respect to present West Virginia those for 1833, with all the then existing counties, except Fayette, Jackson, and Logan, reporting, showed 32,804 poor children within their bounds with only 16,669, or slightly more than one-half of them, attending school. At the same time the average number of days attended for each child ranged from forty in Hampshire, Pendleton, Randolph and Wood counties, to eighty-one in Ohio, and the average daily tuition costs for each child in actual attendance varied from two cents in Tyler to four cents in most of the other counties.

Commissioners tended frequently to exceed their individual spending allowances and otherwise to violate their trusts. As a consequence treas-

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urers refused payment of orders drawn by these offenders who in some cases, notably Monroe County, were forced to make restitutions. The resulting friction brought school functions to a standstill and was directly responsible for the act of 1837 making school commissioners personally responsible for all expenditures incurred by them in excess of their annual allotments.

Despite these disclosures, the potentialities of the system were such that Joseph Martin, *Gazeteer*, claimed that "experience" had "demonstrated the utility of even the existing system." According to him, it had already brought "the cheering light of knowledge" to thousands who otherwise would have "groped through life in the darkness of ignorance."

Largely because of a change in policy in administering the literary fund, the primary school system functioned rather smoothly during a half decade or more immediately following 1836. That year the general assembly, under an act of 1821, first authorized school commissioners "in the several counties, cities, towns or buroughs" to appropriate their surplus revenues to the academies and colleges therein. Beginning in 1840 appropriations were made from time to time to particular academies and colleges. These institutions were thus able to satisfy in part the ever-increasing demand for better trained teachers and to feel that they were not being discriminated against. In 1844 the University was requested to show reasons why its \$15,000 annuity should not be used for "common school extension," and the 1845 annuity for the education of poor children was increased to \$70,000 for that one year.

Factors in these changes and concessions were largely sectarian, sectional, and partisan, with Whigs remaining true to their Federalist traditions. The primary system continued to draw its chief strength and support from its original sponsors who, because of the growing power of the evangelical churches, beginning about 1815, again became concerned for the complete separation of the church and the state. Under such conditions the Sunday School movement, launched about the same time, became menacing. Although the state subsidies were continued as a matter of comity, recipients were forbidden to establish "theological professorships", and in case of denominational institutions their acreage holdings were restricted. In pursuit of this policy, as originally launched by Jefferson, the Constitution of 1851 retained a provision forbidding membership in either branch of the general assembly to any "minister of the gospel or priest of any religious denomination."

For present purposes the most important feature of the decade beginning with 1836 was the growing interest in education among all elements of the white population. In general this interest was a product of the rise of the common man in the social and economic scale, but conditions in Virginia, as described by Governor Campbell in 1839 and revealed in the 1840 census, were more compelling. In brief, they indi-

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cated that illiteracy was increasing there. The inevitable comparisons with other states, particularly free states, hurt the pride of Virginians everywhere and spurred them to action. Most of them, particularly the followers of Jefferson and, strange to say, the conservative interests, were unwilling however to abandon the primary system which was closely identified with the struggle for separation of church and state and Jefferson's plan for creating small republics in the greater republic of Virginia. Ignoring repeated criticisms and the several efforts at improvement through legislative amendments, the general assembly on March 5, 1846 therefore approved an act, one of the twin acts of that date, "amending the present primary school system."⁶

An important provision of this act authorized school commissioners in the several counties to elect county superintendents who were required to give bond for the faithful performance of their duties. These duties included the functions formerly performed by school treasurers, such as keeping accounts, collecting and reporting data pertaining to schools and teachers, and making required reports to the superintendent of the literary fund. Among other duties were the allocation of county quotas among school districts, gathering data from teachers regarding courses of study and methods of presenting them, and determining the per diem compensation of teachers. For the performance of these duties superintendents were allowed two and one-half per cent of their expenditures for educational purposes based upon the "preceding year." Something of their importance is indicated in a "Circular" issued by Auditor Brown on May 25, 1847, in which he said, "This office, if filled by zealous, intelligent and influential persons, is of the highest importance and value, not only in regard to the particular duties attached to it by law, but to the influence which the incumbent must necessarily possess."

Regardless of the inefficiency, neglect, and corruption into which school commissioners had fallen, they were retained by the amendatory act of March 5, 1846. But their duties were lightened through an authorized increase in the number of districts in each county so as to make them both "in extent and in population" well adapted to "convenient supervision." As formerly, commissioners, one for each of the districts into which the counties were divided, were appointed by the county justices who were subject to a fine of ten dollars each for failure to make such appointments and divisions. School commissioners were charged with selecting and assigning the children to be taught, with choosing and compensating teachers, and with the general business affairs of schools under their immediate supervision.

Under the new system commissioners were responsible for collecting and reporting data on pupil attendance and kindred subjects. Fortunately for all, they were not required to visit schools and "address" the pupils. That part of the exploratory work in which all were engaged, was left

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to the trustees and commissioners in the counties having district free schools authorized by the other twin act of March 5, 1846. To aid commissioners in the use of their entire quotas each of them under the new law, had "a certain sum allotted to him" and he was instructed not to permit the aggregate of his expenditures to exceed his personal quota.

As indicated by the fact that many of her later leaders became commissioners and school superintendents under "the new system", it was well received in present West Virginia. Among those accepting superintendencies were Mason Mathews of Greenbrier County, Samuel L. Hays of Gilmer County, Nathan Goff of Harrison County, Francis H. Pierpont of Marion County, Waitman T. Willey of Monongalia County, William L. Jackson of Ritchie County, and General Alfred Beckley of Raleigh County.

After a trial of three years the new system was working no better than the old one. For instance, there were 77,876 poor children in the state, only 31,655 of whom attended school. The average daily attendance of each child had decreased from 65 in 1833 to 53 in 1849, and the average annual tuition fee had declined from \$2.525 to \$2.15. Moreover, unexpended balances in the hands of school commissioners aggregated approximately \$108,000 for the year ending 1849, and a number of counties had not drawn their quotas or parts of them. As in the past these failures were attributed largely to incompetence and neglect of local officials.

As determined by the same sources, county superintendents and commissioners were in general agreement that the "new system" was better than the "old one." They indicated also that the new system had produced a "large amount of good" in aiding sparsely inhabited communities, which could not support schools otherwise, to establish them. The new system was entirely satisfactory to Brooke and Monongalia counties, and other counties expressed satisfaction because of the admitted benefits to the "rising generation." Moreover, there was no mention of objections by the poor and near poor to accepting benefits of the literary fund because of their alleged pauperizing influences. The reports agree on the inability to find capable teachers. Although teachers were generally described as "men of good moral character and capable of teaching the ordinary subjects," Superintendent Pierpont considered those in Marion County not underpaid at two and one-half cents per day per pupil, the tuition allowance in that county for days actually attended. Only a few teachers were regularly examined and none were certificated.

Although some counties reported unexpended balances, about ninety-five per cent of them indicated that their quotas were inadequate. Generally unexpended balances were attributed to the official regulation which required annual quotas to be distributed equally among the several districts and to the inability to establish schools in all of them because of

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the sparseness of the population. Only a few reports indicated that superintendents or commissioners had visited their schools. Failure on the part of superintendents to make required reports was generally attributed to the failure of commissioners to supply the necessary data. On this point George W. Hutchinson, first superintendent of Monroe County, said, "The reports made to me by the school commissioners, in regard to their visits to their schools, are of such a general nature as to be deemed useless to be inserted in this report."

Although the reports made by school commissioners and county superintendents are today regarded as valuable sources of historical information, they were rather stereotyped and perfunctory. Over a period of about thirty years, as determined for present purposes, they adhered in general to the following forms: Many of the children are reported to have made very good progress; as far as we are able to determine there are . . . poor children in this county, of whom only . . . accept benefits of the fund; an effort is made to select an equal number of boys and girls; our greatest difficulty is in finding capable and morally fit teachers; with larger quotas more children could and would be aided; we are unable to suggest alterations in the present system. The fact that these comments were in reply to formal questions explains their uniformity and general emptiness. To avoid such hypocrisy Superintendent Francis H. Pierpont of Marion County reported that: "There is nothing in the whole system that partakes more of the practical humbug than the accounts and statements required by the superintendent of the literary fund."

Although Superintendent Brown may not have taken the Pierpont comment seriously, he was aroused the following year by one from the same source which said, "Philanthropy and the requirements of law are motives too feeble to induce action on the part of those entrusted with this matter." As this was a direct attack upon Brown's educational theory and practice of long standing, it was accepted as a challenge. A part of Superintendent Brown's answer was a splendid lecture on good citizenship. It is repeated here, as follows:

This remark, it is hoped, is only partially just; for many who are not inactive, and apparently careless in the execution of their duties, because they imagine them to be difficult and laborious, would become the reverse, if those members of every community who stand high in point of intelligence, education, generosity of character, wealth and position in society, would set the example, and shew by their personal exertions the facility with which all serious obstacles may be removed and the path of their duties made plain and easy of execution, and productive of the highest gratification to themselves; but so long as the prominent members of the community who have so much at stake as respects the state of society, remain inactive and listless, so long will the progress of the education of the mass advance (comparatively) with a snail's pace. Let them come forward then and set their shoulders to the wheels of the car of education and benevolence.

This forceful appeal must have found its mark, for soon thereafter the education of poor children became more effective. This was also, in

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part, a result of the "new system" and of increased appropriations. In 1850 the literary fund, which amounted to \$1,559,718.33, was safely and profitably invested, most of it in state bank stocks and in internal improvement stocks owned by the state. The annual allocation for the education of poor children was at that time increased from \$45,000 to \$75,000. Three years later the entire net of the capitation tax, authorized in the constitution of 1851, was also diverted to primary education which raised the total annual subsidy for that purpose to about \$125,000. As losses and bad loans, totaling about \$150,000 and \$250,000, respectively, had been cancelled, indications pointed to a continuation and possible increases in this stipend.⁷

Encouraging as this trend doubtless was, it fell short of the plans and expectations of many Virginians, as revealed in the Richmond educational conventions of 1841, 1856, and 1857. That of 1856 appointed a committee to study the educational conditions and needs of their state and to report to the next convention. The most important of the resulting reports was that of the committee on the literary fund.

This report indicated that the income from this fund had been applied exclusively to the education of poor children, except where the district free school system had been established in such counties as Kanawha, Jefferson, and Ohio in present West Virginia, and where surpluses had been diverted, under the permissive acts of 1836 and 1841, to the payment of teachers' salaries in academies and colleges. Although poor children had been the chief beneficiaries of the fund, the report indicated that the benefits were "problematical" and concluded with the following arraignment of the system:

We therefore meet at once a moral question. Is it right to take the property of the many and bestow it *exclusively* on the few? . . . They are the privileged class, the aristocracy of poverty. Nor is it right to exclude from all the benefits of the literary fund all the children of this glorious old commonwealth, except those who put in the plea of rags and dirt? . . . Can this injustice and partiality benefit the poor children? Is it a law of humanity, that to lift up, you must first degrade, that to elevate the soul and spirit of a child, you must first make him a public pauper? . . . Has the pauper system of education diminished the number of your intellectual paupers? Or is it, like every other system of legally supported pauperism, a fire that feeds itself?

Even more to the point were observations of Governor Henry A. Wise, made in answer to a request of the Richmond Convention of 1857 for information regarding the literary fund and its management. In reply he indicated that the fund was then being robbed. Eight and one-half per cent went for administration, and capitation taxes, authorized by the constitution of 1851, were being withheld. Moreover, fully one-fifth of the permanent capital had been dissipated through bad investments, bad loans, and official defalcations, and large surpluses aggregating two-fifths of the total annual quotas for certain counties were then idle in the custody of county superintendents. Worse still, county superintendents, in

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addition to the five per cent commission allowed them under the law for handling the literary fund quotas, were then depositing surpluses at high interest rates and appropriating the returns to their personal uses, when the surpluses themselves were not used in that way. The whole system was in fact honeycombed with fraud and corruption which was condoned in high places.

In further explanation the Governor said:

The truth is that the pauper children do not partake of the bounty in any considerable proportion at all. The poor little girls without fly-flap bonnets and the little shoeless boys do not go to school, because the shame of poverty keeps them away from that *charity* which points its finger at their indigence. The fact is that the larger portion of parents whose children take the bounty, are those who are able to pay for tuition. The poor are driven away from the fund, and it is used as a mere auxiliary for those who have enough of their own to educate their children; and the application of the fund in the present mode has, in many instances, the injurious effect of relaxing their efforts to establish and keep up efficient schools. The pretext then that this bread is needed to feed the poor, is but the art of misapplying the funds for education. The poor are not fed by it at all, and those for whom it is applied do not obtain much more than half the amount which the State provides.

As the existing system had been adopted to defeat Thomas Jefferson's "large and liberal plan of education," Wise thought it high time to abandon the substitute and establish an effective system. In line with these suggestions the Convention of 1857 proposed the abolition of the existing system, the establishment of effectively supervised instruction, and the creation of an affiliated system of schools under the supervision of the University. A memorial embodying these recommendations was prepared, and Dr. William A. Smith, President of Randolph-Macon College, was asked to present it to the general assembly.

Despite the interest thus aroused, the existing system continued to function as usual but not wholly without beneficial results. Through it thousands of children who otherwise would have remained ignorant, were trained in the rudiments. By supplementing private funds, it also made possible the establishment of common schools in communities which could not otherwise have maintained them. By 1861 the permanent capital of the literary fund had grown to \$1,877,364.68, and, as indicated by Governor Wise, the provident middle class, increasingly eschewing the stigma of pauperism, used the quotas therefrom to establish schools for themselves. In 1860 the allocation for distribution was increased to \$80,000, and about fifty thousand poor children in 3,197 common schools received benefits. The total amount spent on their account for the year 1860-61 was around \$190,000. Meanwhile, the system had made permanent contributions to the school systems later established in Virginia and West Virginia.

Among incidental contributions was the state superintendency. Although Superintendent James Brown, Jr., during his long period of service (1823-1852), gave major attention to internal improvements, he had much

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time for schools. In this he was sustained and encouraged by a growing public sentiment which, through the leadership of the Christian ministry, became vocal in the forties. It was then sponsoring, even demanding, a state superintendent who could give his whole time to public education. Brown's repeated appeals to school commissioners to elect only teachers of "proper qualifications and good character" were ignored not so much because they were not taken seriously, as because such teachers were not always to be had.^s These services were doubtless responsible for the growing sentiment of that time for a strictly professional superintendent, entrusted primarily with the supervision of teachers, and, beginning in 1816, for recommendations looking to the professional training of teachers at public expense.

Next in importance was the office of county superintendent of schools, first authorized in 1846 and filled then or soon thereafter in every county, except those which established district free schools. Although the county superintendent's functions were at the outset largely clerical and corrective, they tended to become professional and supervisory. This tendency was accelerated by acts of the same date, which made the sheriff the receiving and disbursing officer for all school funds, and gave the county superintendent authority to demand from teachers "accepting state pupils" information regarding curriculums and methods. A significant item in this trend was reported in 1852 from Wood County in present West Virginia. It indicated that the commissioners had made their superintendent "an inspector of teachers, for the purpose of examining them as to their ability and qualifications." The purpose of this order was stated to be "to improve and elevate the character and standing of the schools of the county."

Incidentally the problem of financing the education of poor children was productive of forward looking suggestions. One of these came from Francis H. Pierpont of Marion County. Assuming that "the state owes a primary education to all its children", he would have financed it by continued use of the literary fund and by taxes on inheritances and an "equal proportion" on corporations. The former tax was justified on the theory that the people through government permit individuals to own property and that it could, therefore, rightfully appropriate to itself any property which had not come into actual possession of an individual. The corporation tax was justified on the assumption that government should not cheat itself out of the means of its own preservation.

On this point the voluminous records incident to the education of poor children indicate that their parents did not object to receiving benefits from the literary fund because of its alleged pauperizing influences. Instead, a few of these documents use almost the same wording as that from Kanawha County for 1838, which said, "Many heads of families . . . joyfully sent their children to our schools." In this they were sus-

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tained by the best talent and character in Virginia, which had long accepted as axiomatic the state's responsibility for the education of poor children, as an initial and just step to a statewide system of public free schools for all free children.

The failures of the literary fund were not therefore primarily because of its alleged pauperizing influences. The remedial legislation enacted from time to time indicated that they were largely the result of carelessness, indifference, and ignorance on the part of local officials. In other words, these failures were not so much the result of the alleged selfishness and conservatism of eastern Virginia as of ignorance, indolence, and corruption everywhere within her bounds. In the mouths of reformers and politicians the pauperizing slogan sounded well, but it was not used extensively in ante-bellum days even by those who, like Francis H. Pierpont, denounced the Slave Power.

Our data are informing also with respect to the origin of a West Virginia practice of entrusting administration of school affairs largely to lawyers. Because of their gratuitous character, faithful services on the part of school commissioners entailed evident hardships, among them being long, tiresome, and expensive journeys to the county seat. As most lawyers resided at the county seats and made journeys to and from them somewhat regularly and of necessity, responsibility for administering school affairs for poor children gravitated to them and in time became traditional. This tendency toward lawyer control was accelerated by the fact that the county justices were for the most part either barristers or semi-barristers. With the coming of universal white manhood suffrage, it was only a step to that political influence, in some cases approaching control, which characterized school administration in West Virginia before the county unit system was adopted. Had it been from the outset in the control of all the people, as planned by Thomas Jefferson, the results might well have been different.

Our data seem to refute a rather well established West Virginia tradition to the effect that women teachers are largely a product of the Industrial Revolution. Although her counties are said to have had few or no women teachers until well after the Civil War, Monroe had a woman teacher, Sarah Lucher, in 1827, and in the course of the next thirty-five years sixty other women teachers were employed there. Beginning in the early forties a score or more women teachers were employed in Kanawha County by 1850,⁹ and in 1840 Ohio County reported that a considerable number of her teachers "are females, characterized by piety and intelligence, under whose care and instruction a correct tone is given to the morals of female pupils." Most of the secondary schools for girls in present West Virginia were administered by and taught by women.¹⁰

Rapprochement between church and state was however the most important contribution of this phase of Virginia educational history. As the

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result of a long drawn out, bitter, and sometimes uncertain struggle involving such fundamentals as the separation of church and state and the place of religious influences in education, there evolved a working relation between the state and the church. In other words, the sects lost most of their bigoted sectarianism, which can be as offensive and injurious as intolerance, and, in the interest of morality and virtue, basal in Jefferson's ideals of effective citizenship, the state accepted and fostered a "common Christianity." Although the incidental stalemates were arresting, the heights attained were strategic for future attacks upon ignorance.

NOTES

Chapter II

1. Thomas Jefferson, *Writings* (Ford, ed.). Vol. 2, pp. 438-441; *ibid.*, Vol. 9, p. 143; *ibid.*, Vol. 12, p. 173; A. J. Morrison, *The Beginning of Public Education in Virginia, 1776-1860*; Sadie Bell, *The Church, the State and Education in Virginia*; Edgar W. Knight, "The Evolution of Public Education in Virginia", in *Sewanee Review*, Jan., 1916; Hening, Vol. 1, p. 261; Cornelius J. Heatwole, *A History of Education in Virginia*, pp. 28-29.
2. *Session Acts*, 1796, pp. 3-4; Jefferson, *Notes on the State of Virginia* (First hot-pressed edition, Philadelphia, 1801), pp. 284-292; Morrison, *Beginnings of Public Education in Virginia, 1776-1860*, pp. 17-19, 22-24; Knight, in *Sewanee Review*, Vol. 24, pp. 38-39; William A. Maddox, *The Free School Idea in Virginia Before the Civil War*, pp. 12-17.
3. For articles on the subject of education, including proposals to establish a state university to provide for the education of women, and to establish a "course of juvenile education", see *Richmond Enquirer*, Feb. 1, 1805; *ibid.*, March 23, 1805; *ibid.*, April 9, 1805; *ibid.*, Sept. 13, 1805; *ibid.*, Jan. 16, 1806; *ibid.*, Dec. 18, 1806. See also *Session Acts* (1809-10), pp. 15-17; Maddox, *Free School Idea*, pp. 48-49; Bell, *Church, State and Education*, pp. 170-171, 242.
4. *Session Acts* (1815-16), p. 6. The aggregate of this diversion was \$1,210,550.51. It was later augmented by \$74,493.46, refunded by the Federal Government to Virginia for compensations to Revolutionary officers. Virginia, *Governor's Message and Annual Reports*, 1850) Doc. No. 4, p. 11; *Session Acts* (1817-18), pp. 11-15.
5. Copies of these reports have been preserved in many courthouses of present West Virginia but summaries may be found in the annual reports of the second auditor made prior to 1851 and in the biennial reports made thereafter. Generally these reports accompanied the governor's message as Doc. No. 4.
6. The census of 1840 indicated that almost 60,000 of the Virginia resident population above the age of twenty could not read or write. At the same time there were only 4,500 such persons in Massachusetts. Bell, *Church, State and Education*, pp. 274-278; Maddox, *Free School Idea*, pp. 131-132; Morrison, *Beginnings*, p. 73; De Bow's *Review*, Vol. 10, pp. 543-547; *Southern Literary Messenger*, Vol. 19, p. 298.
7. Of these amounts \$180,000 were loans to the University, \$25,000 to Virginia Military Institute, and \$18,000 to Emory and Henry College. Most of the losses were on loans to private individuals. Virginia, *Governor's Message and Annual Reports* (1850), Doc. No. 4 p. 12.
8. On the subject of teachers, Commissioner Isaac Campbell of Monroe County said, "The School Commissioners have great difficulty in carrying the present system into execution. A large number of the teachers

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that they are compelled to employ are not such as are calculated to properly instruct youth; are unsettled individuals who care very little for the improvement of their pupils; and it is very seldom that the parents of the indigent children exhibit much interest in the education of their children. The children do not attend the schools regularly and the consequence is they progress slowly. Yet the Commissioners are generally of the opinion that the children sent to school by them progress as well as those sent by their parents." *Monroe County School Records*.

9. Among other women teachers employed in Monroe County were Anne S. Farley, Elizabeth E. Taylor, Leah C. Tackett, Matilda M. Terry, Polly Vawter, Susan Mann, Cynthia Dunbar, and Martha Gilchrist. *Monroe County School Records*. Women teachers in Kanawha County in the 1840's included Nancy J. Dudding, Caroline Geary, Margaret J. Gumm, Sarah A. Hubbard, Sarah J. Hutchison, Delinda P. Jopling, Jane Kendall, Eliza Leutz, America McGinnis, Mary Nalle, Catherine M. Payne, Ann E. Putney, Margaret Stuart, and Harriet Walker. *Kanawha County School Records*. Women teachers in Raleigh County in the decade immediately preceding the Civil War included Mrs. Abigail Crawford, Mrs. Mary C. Carper, Ann J. Dews, Rebecca Deyerle, Emiline V. Dunbar, Mary Ann Ellison, Mary C. Edmonds, Fanny M. Francis, Minerva A. Headen, Mary Hyde, Elize W. Haymaker, Mary F. Lane, Elizabeth Petry, Clementine Reed, and Mrs. Amelia W. Workman.
10. Virginia, *Governor's Message and Annual Reports* (1841-42) Doc. No. 4, p. 34; Bell, *Church, State and Education*, p. 341.

CHAPTER III

DISTRICT FREE SCHOOLS TO 1861

INTRODUCTION

WEST VIRGINIA'S public free school system evolved along with that of Virginia. Like other such growths, this one was long drawn out. It can in fact be traced to England. Its American evolution was featured by advances and setbacks in both the mother and the daughter state. In her key position at the crossroads of the United States, the latter was more rent by nature and by currents and counter-currents of opinion. Throughout the process sectarians, partisans, and theorists contended for leadership, but with the decline of deism after the Revolution and in the Second Great Revival, the sectarians gained control. This movement and its outcome are the central themes of this and the next two chapters.

Shortly after the settlement at Jamestown, a plan was proposed for the free education of the children of the settlers and the natives alike. But, following the Great Massacre of 1622, this plan of co-racial education was abandoned as impractical. Soon thereafter attention was directed to privately established free schools for white children only. The outcome was the famous Symms and Eaton schools which, together with their English prototypes, served as models for still other free schools. According to Robert Beverley, some of the land and other grants for that purpose were large enough to insure a "handsome maintenance to a master." According to the same authority, "The management of such schools hath commonly been left to the direction of the county court or to the vestry of the respective parishes."

Nevertheless, persons accept, as more descriptive of the situation, a statement of Sir William Berkeley, loyal governor of Virginia, thanking "God that there were no free schools in Virginia." As Berkeley was then only a day's journey from the Symms and Eaton schools and as he could not have been wholly ignorant of the action of the general assembly of 1661-62 authorizing land to be "taken up for a college and a free school," this gesture did not have a foundation in fact. It can best be understood, when it is recalled that Sir William was then currying favor with the Stuarts. His real meaning is perhaps disclosed in the accompanying statement to the effect that education had brought disobedience, heresy, and sects into the world.

Through land engrossment by the plantation system, with its slave labor, ambitious and provident middle-class whites pushed into the Piedmont uplands, whence they found their way beyond the mountains. Wherever they went they carried with them a desire for education, as evidenced by the private and common schools which they established here and there.

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In a few instances schools established on the frontier for Indians pioneered the way for white settlements. The influx of Scotch-Irish and Germans into the Appalachian Valley by way of Maryland and Pennsylvania only intensified the desire for education, for in every community where the Scotch-Irish settled "a schoolhouse and church sprang up simultaneously with the settlement." With the Germans the church and the school were maintained in private residences.¹

For the most part these institutions were common schools, products of the cooperative efforts of frontiersmen. Because of the high degree of equality among them, they had no need for a government regulated system of instruction primarily for wards and apprentices. Instead, their penchant for democratic ideals tended to emphasize the need of education for all classes and conditions of society as a means of safeguarding liberty and freedom and exercising the functions of citizenship. During the Revolutionary period the trend was also to the secularization of all educational agencies.

DECENTRALIZATION OR CENTRALIZATION

In keeping with their political philosophy, most of the inhabitants of present West Virginia accepted Thomas Jefferson as guide and mentor in matters of educational administration, but Federalist leaders, notably Charles F. Mercer, made a strong appeal to many of them. The general ideas on the need for education for the masses were perhaps adequately expressed by Jefferson in his reform bill of 1779, the preamble of which said:

Whereas it is generally true that that people will be happiest whose laws are best, and are best administered, and that laws will be wisely formed, and honestly administered, in proportion as those who form and administer them are wise and honest; whence it becomes expedient for promoting the publick happiness that those persons, whom nature hath endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard, the sacred deposit of the rights and liberties of their fellow citizens, and that they should be called to that charge without regard to wealth, birth or other accidental condition or circumstance; but the indigence of the greater number disabling them from so educating, at their own expense, those of their children whom nature hath fitly formed and disposed to become useful instruments for the publick, it is better that such should be sought, for and educated at the common expense of all, than that the happiness of all should be confined to the weak or wicked.

The accompanying bill proposed to lay off the counties of the state into "hundreds" of five or six square miles each, and to establish therein a school, in which each resident child would be entitled to three years free instruction in reading, writing, and arithmetic. Each of these schools was to be under the immediate direction of a "visitor" who was authorized to choose annually "the best genius" in his care and send him to a grammar school for one or two years for "free instruction in Greek, Latin, geography and the higher branches of numerical arithmetic." From those

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thus trained twenty were to be chosen annually for additional free instruction in grammar schools. Then the number was to be reduced by one-half who were to be retained for "future masters". The others were to be sent to William and Mary College, where their training was to be amplified and extended to "all the useful sciences."² By linking the primary schools to William and Mary College Jefferson hoped to bring the best education possible within the reach of the poorest boy in Virginia. Herbert B. Adams said of his plan, "It is the historical basis of all that Jefferson subsequently accomplished for the educational cause in Virginia."

In his proposed training for leadership Jefferson placed chief reliance upon history. He believed that a knowledge of this subject would enable the people the better to judge of "the actions and designs of men, to know ambition under every guise it may assume, and knowing it to defeat its views." But his bill of 1817 emphasized also the importance of geography, and neither bill designated a curriculum. Instruction in reading, writing, and arithmetic alone was required.

Administration of the Jefferson plan of 1779 was to be vested in district mass meetings. For this purpose three aldermen were to be chosen in each county with authority to divide it into districts or hundreds after the pattern of the New England town. In due course the voters, in mass meetings, were to select a schoolhouse site, provide a building, and select a tutor who in turn was to give the children of "every person" three years free instruction in reading, writing, and arithmetic. The tutor was to be supported by the hundred. Every ten tutors were to be under the superintendency of an "overseer" charged with formulating a course of study. The academies and grammar schools were to be under direction of William and Mary College, capsheaf of the proposed system.

This proposal was enthusiastically received by the legislators, but the "extreme distress" of the people "prevented its being carried into execution during the war." No sooner was that ended, however, than other matters pressed powerfully in the direction of Jefferson's ideals and plans. This was notably true of the act of 1785 for the establishment of religious liberty. Disestablishment eliminated rectors and their assistants as teachers and thereby increased the need for public schools, whereas the acquisition of the Northwest Territory gave a new vision of the possibilities and opportunities of the United States of America.³

From time to time during the years immediately ensuing attention was called to Jefferson's proposal, but it was not given serious attention until 1796, when the general assembly authorized "the first foundations of a system of education" designed "to render the minds of the citizens . . . liberal and humane." This act was to have been administered by "three of the most honest and able men . . . to be called the aldermen of the county." They were to be elected annually by the voters and meet

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"on the second Monday in May, if it be fair, and if not, then on the next fair day, excluding Sunday," to put the system into operation. Then the "householders" of the county subdivisions were to meet and establish schools, as proposed in 1779. No action could be taken however without authorization of the county courts.

Because the courts failed to act no elections were held, and community initiated and controlled public schools were not therefore established under the proposed "aldermanic system." Twenty years later, Jefferson stated reasons for this failure, as follows: "The members of the court are the wealthy members of the counties; and as the expenses of the schools are to be defrayed by a contribution proportioned to the aggregate of other taxes which everyone pays, they consider it as a plan to educate the poor at the expense of the rich."⁴ Contributing factors were a general lapse of interest in things educational and the alleged intolerance of the dissenting sects, particularly the Presbyterian. The aldermanic system was in fact, proposed largely to counteract church influences and further to effect the separation of church and state.

During the two decades next following 1796, the subject of education was kept alive in Virginia by Jefferson and his friends, particularly Governors Monroe, Cabell, and Tyler, and, after 1804, by Thomas Ritchie, editor of the *Richmond Enquirer*. Tyler's message of 1809 was a veiled announcement of Jefferson's intention, in pursuit of a long cherished desire, to return to Virginia to participate in state affairs, particularly the completion of his program for the diffusion of knowledge and the separation of church and state. Labeling the "apathy" of Virginians as a "disgrace," Tyler, in keeping with Jefferson's plans and purposes, emphasized the need for action. His message was perhaps directly responsible for the act of 1810 establishing the literary fund, administration of which was the following year vested in a state board of directors.

Authorization of this fund was enthusiastically received, and in the numerous plans and suggestions for the use of the income therefrom, free public schools for all were again considered. Among those favoring a state controlled system embracing public schools, academies, colleges, and a university, were Charles F. Mercer, Thomas Ritchie, the Rev. Dr. John Holt Rice, and James M. Garnett. Dr. John Augustine Smith, President of William and Mary College, was more concerned with the training of teachers, and Jefferson and his friend, Joseph C. Cabell, did not object to a state system, provided individual schools could be controlled and financed by the residents.

For all, the problem of financing the proposed systems was a difficult one. Mercer and his followers, for the most part Federalists, would have financed their favorite plan by income from the literary fund and from specially chartered state banks, whereas Jefferson would have left this matter entirely to the people in the hundreds. In other words, Jef-

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erson had already evolved his idea of building an educational system from the top downward through state subsidies and from the bottom upward through resident expenditures and participation.

In the midst of the various proposals for establishing a state educational system and the use of the literary fund, Mercer suggested in 1816 that it be increased to more than \$1,200,000. This was effected by diverting repayments from the Federal Government of loans to help finance the War of 1812. At the same time, Mercer proposed that the state "digest" a plan for the diffusion of "education throughout the commonwealth," and by comparing the "lethargy" of Virginia with the activity of other states, particularly New York and Connecticut, he pronounced the situation in the home state "humiliating."

In response to Mercer's suggestion and criticism the general assembly requested the officers of the literary fund to prepare the desired digest and report to the next session. As a consequence, the eyes of the whole country were for a time upon Virginia with quickening effects on her leaders. A hundred years later the situation was described in these words: "The legislature of Virginia if 1815-16 adjourned with the prospect of making Virginia the first state in the Union to establish a modern democratic school system."

The eagerly awaited "Digest" was reported on December 10, 1816, and, on the following day, it was "with great pleasure" presented to the public by Thomas Ritchie through the columns of the *Richmond Enquirer*. The Digest was a somewhat cautious statement of the advantages of a state-wide educational system embracing primary schools, academies, and "an university." It recommended the immediate establishment of a "public school in each township" and the postponement of other features of the program until such time "as funds permitted." To facilitate these objectives, additional appropriations to the literary fund were recommended. An interesting feature of the Digest was its unique discovery that through the literary fund "vice and immorality are made to pay an involuntary tribute to virtue, and to provide the means of their own extinction."

In December, 1816, Mercer introduced a school bill based upon the recommendations of the Digest. Among other things, his bill provided for a state board of public instruction of ten members, only two of whom were to be residents of the Tidewater; the division of the state into districts for the election of school trustees; the installation of a state-wide system of primary schools, free to all white children; three new colleges, Pendleton, Wythe, and Henry, two of them to be located in present West Virginia; and subsidies to three existing denominational colleges, including William and Mary. No funds were, however, to be available for academies, colleges and the university until the proposed primary schools had been financed.

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To facilitate the last named objective the directors of the literary fund were authorized to pay \$200 toward the salary of the teacher of any township which had meanwhile acquired a lot worth \$200 and built a schoolhouse thereon worth not less than \$250. "As soon as practicable" the directors were to "fix upon a proper site" for a university. Because of the well-known inertia of the masses and the general aversion to tax paying, Mercer was unwilling to leave the initiative in establishing primary schools to the residents. Largely because of support from western counties Mercer's bill was approved by the house, but it failed in the senate primarily because of the opposition of Jefferson's friends and followers.

Virginia was at this time on the verge of getting a public free school system from an entirely unexpected source. Motivated by the Emersonian belief that any advance in civilization depended largely upon morality, and it in turn upon religion, evangelical Protestant leaders, as a means of thwarting Jeffersonian influences, had in 1814 incorporated the Virginia Bible Society and two years later were actively engaged in distributing Bibles and religious tracts among the people. But such distributions did not suffice to make illiterate persons religious or moral. To meet these ends resort was to the newly organized Sunday Schools which were then in successful operation in the large towns of the state and in many parts of the country. As a possible means of providing the basic elements of learning free of cost, they for a time swept everything before them. But for their tendency to become sectarian, they might indeed have become the basis of a state-wide public free school system.

It was largely to meet this challenge to his program for a complete separation of church and state and the growing influence of the evangelical sects that Jefferson addressed himself to the formulation of a new educational program; for he considered the Mercer Plan inadequately financed and extravagant and feared its centralizing influences. Since 1814 he had been engaged in an effort to convert Albemarle Academy into a central college free from sectarian influences, but the changed situation aroused in him the enthusiasm and resourcefulness of his younger years, as indicated in his voluminous correspondence. To prevent the whole undertaking from failing and to nullify the free tuition feature of the Sunday School movement he proposed a "Plan for a System without Aid from the [literary] fund" which was thus to be left intact for the uses of academies, colleges and his favorite University.

As in his proposal of 1779, Jefferson's plan of 1817 provided for the division of the state into districts and vested sole responsibility for building school houses, employing teachers, and paying them in the residents thereof. Also in keeping with his ideas of attaining democracy, their efforts were not to be subsidized by the state in any form. It was his

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hope and expectation that public spirited citizens in their several districts would see to it that no child, however poor, was denied a rudimentary education. This was one of his methods for creating "little republics in the republic of Virginia." To stimulate initiative and responsibility he would have made ability "to read readily in some tongue" a requisite for citizenship, which, as he saw it, amounted to a compulsory attendance provision.

Faced by a strong and uncompromising opposition, the Jefferson Plan was on the verge of defeat, when his friend Cabell proposed that it be incorporated with bills then pending for establishing colleges and a university. This was done, and the upshot was the Act of February 21, 1818, which authorized a plan for the education of "poor children", and the Act of January 25, 1819, which established the University of Virginia. In other words Jefferson's friends accepted a system of public education in which they did not believe in order to get a university.

The act providing for the education of poor children allocated annually for that purpose \$45,000 from the income of the literary fund, which was distributed among the counties under a quota arrangement, and \$15,000 for the support of the proposed university. General administration of the fund remained with the state board, but the use of county quotas was left almost entirely to county courts and such school commissioners, not to exceed fifteen for any county, as they were required to appoint. Finally, it divested the existing overseers of their duties with respect to the education of wards and apprentices and gave these duties to the school commissioners. The effect was to preserve the existing distinction between the rich and the poor with all that meant.

While the University was in process of being established, Jefferson and his friends tended to temporize with the primary school system. For instance, in 1822, when the University was in desperate need of funds, he was willing temporarily to take advantage of the unpopularity of the literary fund schools to assure the success of the University. Although he at this time indicated his willingness to abandon the University in case it became necessary to choose between it and the primary schools, his attitude did not translate itself into effective action in the interest of the latter. With him the University was a "holy cause" to be maintained even at the cost of a "war with democracy." In any case it was to "go through" and was not to be "cluttered up with petty academies and Colleges." The fact that most of the latter were denominational made them doubly objectionable.

On the other hand, friends of a state controlled and subsidized free school system, for the most part sectarians and Federalists, continued active. This was notably true of Mercer. In 1826 he made a commencement address at the College of New Jersey, in which he again criticized Virginia for her lack of progress in education.⁵ His chief criticism was

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that the annual quotas from the literary fund were too small to accommodate all the children who applied. Then, too, as indicated by the remedial legislation of 1822 and 1823, school commissioners were known to be negligent, indifferent, and incompetent, some of them to the point of malfeasance.

About the same time the existing school system was criticized officially for failing to meet "the just expectations of the State." In his annual message of 1826 to the general assembly Governor John Tyler, Jr., voiced this opinion and attributed the failures to irregularities and uncertainties. Among other things parents and guardians did not know when they would have schools, and children were sometimes cut off with the barest beginnings of an education. Tyler charged also that the system, as compared with that of New York State, was more expensive than it should be.

To remedy this situation the Governor recommended the establishment of a state-wide school system free to all, especially children of the middle class. In keeping with the Jefferson Plan of 1779, discussion of which had been revived because of the recent death of its author, each of the resulting schools was to be more or less autonomous and to accommodate a single district. The districts were to charge tuition fees, provided they could be kept low enough to afford all children an opportunity to get an education. Meanwhile, all expenditures from the literary fund were, according to the Governor's recommendations, to have been suspended until such time as they were sufficient to permit resumption on a more satisfactory basis.

Impractical as these proposals were, they were approved by a house committee, but a house bill embodying their main features was laid on the table. The committee did not agree, however, with the Governor on the causes of the failure of the existing system, which it attributed to permanent and inherent weaknesses and not to incidental defects in administration. It refused therefore to recommend suspension of the system or the use of all available funds for the education of poor children. Instead, it recommended that the annual allocations be applied generally, that the public bounty be supplemented by private contributions or tuition fees, and that local assessments be authorized so as to insure schools in any case.

Because of the interest thus aroused the Second Auditor's Report for 1828 was shocking. Among other things, it showed a total "unexpended and unaccounted for" balance of \$91,162.07 "in the hands of the school treasurers of the different counties." In the same year 26,690 poor children had applied for state aid but only 12,642 had been accommodated. The situation was confused also by lack of records and common book-keeping.

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THE 1829 EXPERIMENT

With this immediate background, plus the influence of Jacksonian Democracy, the Sunday School, and the church, the general assembly on February 25, 1829, approved a district free school act. Although this act authorized state subsidies to district schools, generally it adhered to Jeffersonian principles. Among other things school commissioners were given discretionary authority to divide counties "into convenient districts, containing not less than three, nor more than seven miles square." When the "inhabitants" of any one of these districts had by voluntary contributions raised three-fifths of the sum necessary to build a "good and sufficient school-house of wood, stone or brick," the commissioners might then appropriate out of their annual quotas the remaining two-fifths necessary to complete the building, provided the appropriation did not exceed five per cent of the annual quota and provided ownership of the building site, not to exceed one acre, had meanwhile been vested in the president and directors of the literary fund.

Furthermore, this act authorized school commissioners of any county to appropriate out of their annual quotas a sum, not to exceed \$100, "for the employment of a good and sufficient teacher" for any district school thus established, provided that the inhabitants of the district had raised by voluntary contributions an equal or greater sum for the same purpose and provided that such teacher had been "examined and accepted" by such person or persons as the commissioners might appoint. Schools thus established were to be free to "every free white child" within the district and were to be under the "controul and direction" of three trustees, two appointed by the "annual contributors" and one by the school commissioners.

These schools were under the general supervision of the superintendent of the literary fund, in this case James Brown, Jr., who had functioned in this capacity since 1823 and was, to all intents and purposes, state superintendent of public instruction. It was expected that objections to centralized control, so severely criticized in the Mercer Bill of 1816, and the "neighborhood assessment" features of the proposed system would be neutralized by the influence of state subsidies and the consequent reduction of total costs. An ultimate objective of the bill was the conversion of the existing public system into another, free to all without distinction between the rich and the poor. In keeping with Jeffersonian ideas, other features of the bill provided for voluntary contributions on the part of patrons and placed initiative upon them, but otherwise it did not follow the Jefferson patterns of 1779 and 1817.

The first public free school in present West Virginia was established in 1829 under the act of that year. It was at or near present Sinks Grove in "District No. 23" of Monroe County which, for the purpose of estab-

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lishing this and other schools, had been "laid off" into thirty-one districts. During the three or four years this school was in operation it was taught by Francis H. Jennings at a salary of \$200 and was under the trusteeship of Adam Thomas, appointed by the commissioners, and Andrew Nickell and George Kincaid, appointed by the contributors. In the following year two other public free schools were established in Monroe County: One in "District No. 22," taught by Isaac Campbell for a total salary of \$166; the other in "District No. 27," taught by J. W. P. Stevens for a like salary.

At the same time district free schools were established under the Act of 1829 in Washington and Franklin counties in present Virginia. Although despairing of success in these attempts, until schoolhouses could be built and the annual quotas increased fourfold, Superintendent Brown made the following statement regarding them and those in Monroe County:

The first of the District Free Schools have been established in Franklin, Monroe and Washington—an experiment of unbounded interest to the state and should be attempted wherever the density of population will admit of it, but at the same time it is a delusion to suppose that the system can ever be upheld solely at the expense of the public treasury. Inhabitants must imitate Washington County and contribute a portion of their time, labor, and substance for the purchase of land, schoolhouses with furniture, appendages and fuel, and for raising by some effectual means of *taxation* or contribution a permanent provision for their teachers.⁶

As this experiment had many supporters in Virginia, its failure, after three or four years, is significant. The late Dr. William A. Maddox attributed it to "three sufficient reasons: (1) It necessitated local initiative and cooperation, the machinery of which had not yet been effected; (2) it provided no state system of public taxation or school administration; (3) to such a sparsely settled country the scheme was inadapated." In general these "reasons" have foundations in fact, but the failure in Monroe County was primarily because of differences among school commissioners, some of whom had exceeded their allotted expenditures and were compelled to make restitutions. Then, too, the membership of the dominant evangelical churches was not yet willing to surrender to the state the responsibility and advantage of controlling primary education. Accordingly these district free schools failed to call forth the private aid and popular enthusiasm necessary to sustain them.

Items gathered from the second auditor's reports shed additional light upon this failure. For instance, Berkeley County objected to a system which made it possible for the "parsimonious and niggardly" to educate their children at the expense of "the liberal and the just"; Kanawha County preferred the unmodified system of poor relief education; because of the sparseness of the populations, other counties opposed a system which placed a tax burden upon those who could not possibly benefit from it; as a solution of this problem Nicholas recommended the

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transportation of all school children to a central place; and Hardy could not separate indigent from non-indigent children without making invidious and unworkable distinctions. Generally the counties reported inability to find qualified teachers. In the last analysis, the Act of 1829 did not arouse effective leadership anywhere in present West Virginia or in Virginia, except in Washington County.

SECTARIAN LEADERSHIP

Sustained by the fundamentals involved in the rise of the common man to economic and political power, the Protestant clergy kept the public free school movement alive in present West Virginia during the two decades immediately following 1830. They were in fact accused of stirring up the people generally on the subject of education. In this Alexander Campbell took the initiative in the Constitutional Convention of 1829-1830, where he proposed a system of public schools for the entire state but under church influences. This viewpoint was also set forth by the Rev. Dr. John Holt Rice in *The Virginia Evangelical and Literary Magazine*, of which he was an editor; but the most effective suggestions came through the Institution of Education of Hampden-Sydney College, organized by its president, Dr. J. P. Cushing.⁷ By offering a medium of expression for the best talent in the state and collecting statistical data, this organization was for a brief period, 1831-1836, a power for educational reform, as was also the *Southern Literary Messenger*. In other words, Virginia's "Revival of Learning" was a real revival.

On the other hand Superintendent Brown, as indicated in his annual reports, was active in behalf of the state system. In an effort to improve the existing schools by stimulating and directing commissioners, his ability and persistence pointed a way, but the Richmond *Whig* attributed his interest to a desire for a cheap system and indicated by statistics that the "truest economy" lay in mortgaging the state revenues for fifty years "for the education of the Children of the Commonwealth." Then, too, the state had an advantage in that it could and did, under the existing constitution, forbid the incorporation of religious establishments for educational or other purposes. As indicated elsewhere, much was made of this power.

The condition thus produced was fertile soil for the leadership which came in 1839, when Governor David Campbell of Washington County, urged the general assembly to reorganize the state educational system as a "first, great, and imperative duty." As indicated by him the existing system was "defective in its results and imperfectly executed." To prove this he cited data which left little doubt of the fact that illiteracy was increasing in Virginia.⁸ To prevent this he recommended that the annual income of the literary fund be increased by \$200,000 and that a general levy be authorized sufficient to establish and maintain 8,000 schoolhouses

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and 4,000 additional teachers. To remove the reorganized system from the ignominy of charity, Campbell recommended that a small part of the cost be raised by local levies.

In response to these recommendations the general assembly of 1839-40 heard a number of reports and resolutions, and private individuals made plans and proposals. Of all these that by Dr. Benjamin M. Smith, a resident of Danville, Virginia, who had sojourned in Halle, Prussia, was the most comprehensive and informing. While admitting that monarchical institutions were not generally suited to a republic, Dr. Smith expressed the belief that the Prussian school system had features which Virginia might apply with gratifying results. Among these was the practice of regarding education of the masses as a state and paternal duty; the practice of using only state-trained teachers; a tendency to the practical in that emphasis was upon science, citizenship and agriculture; absolute freedom from any stigma of pauperism; and freedom to all, including those on university levels. Echoes from this proposal were heard for decades. Of its importance Dr. Maddox says, "Dr. Smith's report is, perhaps, the most significant document of the period and deserves to rank with the early American reports on the European systems."

Ignoring this report, the general assembly of 1839-40 failed to act upon Governor Campbell's recommendations or on any of the several plans available to it, including one from John Tyler asking that the question of "Tax or No Tax" for schools be submitted to a voter referendum. Then came the federal census for 1840, which showed nearly 60,000 white persons in Virginia who could not read and write. This data confirmed the Governor's statements about illiteracy and stung Virginia's pride by placing the consequences of her neglect in bold relief.

In response to the newly awakened interest, which was capitalized by the clergy, the general assembly on March 20, 1841 authorized payment of additional compensation to all teachers of poor children, who possessed "a fair moral character, and other proper qualifications for conducting a school of respectable grade." At the same time the assembly asked the president and the directors of the literary fund to submit for its consideration a plan for "a school system best adapted . . . to secure the benefits of education to the people of this commonwealth." The first reaction to this was a series of educational conventions. The first of these met in Clarksburg, Harrison County, on September 8-9, 1841, at "the time of holding the Fall Term of the U. S. Court," and was dominated by the regional clergy. It was followed that year by two other conventions of more than local importance: One in Lexington on October 7; the other in Richmond on December 9. Meanwhile, smaller conventions of the same sort were being held here and there, especially in the western counties.

The Clarksburg Convention of 1841, since described as "the most important educational meeting ever held on the soil of West Virginia,

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before or since," requires more than passing attention. It was composed of one hundred fourteen delegates from sixteen counties, all but four of which are now a part of West Virginia. The others were in the Shenandoah Valley. As indicated by the proceedings and the personnel, this convention was interested primarily in maintaining religious influences in education. Among prominent persons who could not attend but sent communications were Judge Edwin S. Duncan of Barbour County, the Rev. Dr. Alexander Campbell of Brooke County, John D. D. Rosset of Jackson County, and the Rev. Dr. Henry Ruffner, President of Washington College, now Washington and Lee University, at Lexington. By vote of the Convention the Rev. E. W. Sehon of Cincinnati, Ohio, was given a seat in its membership.⁹

The Clarksburg Convention was presided over by George Hay Lee, a distinguished barrister of that city. The vice-presidents were John McWhorter, John S. Barnes, John W. Clemens, John Parriott, Joshua Russell, William C. Haymond, Joseph Johnson, Albert W. Lewis, and Josiah M. Steed. The principal address was by the Rev. Dr. Campbell, which, in his absence, was read "at the secretary's table." Following a comparison of the needs of patrician and plebian societies, Campbell stated the case for western Virginia in these words:

We do not want poor schools for poor scholars, or gratuitous instruction for paupers; but we want schools for all at the expense of all. Theory might have taught what experience has everywhere proved—that a few of the worthy poor, who most deserve education, will accept it under such humiliating conditions as it must be tendered on any plan hitherto attempted of having two classes of pupils in the same school—one class educated at the public expense, and the other at their own.

Even more significant with respect to the attitude of the clergy were Campbell's statements on the baneful influence of the French Revolution, which he described as an "age of atheism and infidelity." Although he insisted that intellectual without moral culture was a curse and that education without the Bible and moral training was a national calamity, he admitted that there was a "common Christianity" with respect to fundamentals of piety and morality "on which all good men of all denominations are agreed." In other words, evangelical Protestantism, having vanquished deism, was willing to join hands with rational philosophy and constitutional liberty in an effort to develop a national democracy.

Most of the remaining time of the Convention was used to discuss the report of its select committee, particularly that part which proposed that Virginia accept from the Federal Government proceeds from the sales of public lands and use them to aid in establishing "a more liberal and efficient primary or common school system." As it was impossible to determine this or any other similar proposition satisfactorily in a hastily improvised body, a committee of seven was chosen to "prepare an address or appeal to the citizens of the state upon the subject of education generally." Of all the several proposals suggested for its guidance, includ-

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ing division of the state into school districts and a study of "female" education, the Convention adopted only the following: "Resolved, That the principle of district taxation, for the support of primary schools to supply any deficiency which may now exist, or may continue to exist, in the funds of the commonwealth devoted to education, meets with the entire approbation of this convention." "Outlines of a Plan for the Improvement of Common Schools in Virginia", prepared by the Rev. Dr. Ruffner at the request of the Kanawha Lyceum, and a "Project for a public Free School Law", by John D. D. Rosset, were received and "laid on the table", but they were published as a part of the convention proceedings.

Of these proposals that by Ruffner was the most constructive. As most of the state funds then spent for the education of poor children were, according to it, wasted, through their inadequacy and their use to employ masters who were "in no respect qualified to teach" and "deserve to be whipped themselves, instead of being entrusted with the whipping of the poor children in their schools," Ruffner proposed "a system of district schools, supported by a tax on property." In this his aim was to improve the existing system and did not even contemplate establishment of a state wide system of public free schools, for under this proposal "scattered families" were to be left "until the population increased around them." Moreover, the proposed districts were to be determined with respect to abilities to pay, which would have given some of them "perpetual" schools, whereas sparsely populated areas would, temporarily at least, have had no schools at all.

The Ruffner system was to have been under the general supervision of a state superintendent. The existing county commissioners were retained but with additional duties. In order to make the system "more complete and effectual" he suggested the use of normal schools "for the education of schoolmasters", and he would have improved the district system through use of additional funds, efficient and sympathetic supervision, surrender of conventional notions regarding liberty, and a proper appreciation of the necessities of the situation.

The Rosset Project contained far reaching suggestions, some of which were one hundred years ahead of their time. Among these was a proposal for the creation of a permanent fund of \$500,000, the income of which would be used to pension teachers with thirty years service in "public primary schools." In view of the then current objections to hierarchies in government and particularly in public education, his proposal to vest complete control in a "general council" of three members, to be aided by county councils of the same membership, was original and somewhat defiant. Other items of "the Project" proposed the abolition of the literary fund and the maintenance of all primary schools by direct taxation, limitation of total state expenditures for the University and colleges to

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one-third of the amount spent for primary education, and extension of the benefits of the proposed system to all white children between the ages of six and twelve.

Differences between eastern and western Virginia featured the Convention. Following the leadership of Ruffner and Campbell, the delegates generally condemned the University which, because of its expenditures and its place in the existing system, was described as the gilded dome of an educational structure lacking the necessary foundation of efficient public schools and the supporting sidewalls of high standard, functioning academies. These differences were forcefully expressed in the communication from Judge Duncan, which, in part, said:

A splendid university, it is true, has been endowed, accessible only to the sons of the wealthy planters of the eastern part of the state and of the southern states. I have only heard of two students attending it from the northwest. The resources of the Literary fund intended for all, has by a singular policy, somewhat peculiar to the legislation of the state, been frittered away in the endowment of an institution whose tendencies are essentially aristocratic, and beneficial only to the *very rich*—and for the support of the primary schools, exclusively intended for the *very poor* . . . The men of small fortunes are left to their own means for the education of their children . . . the great body of people of Virginia, and the entire body in the northwest, are deprived of all participation in the Literary fund. They cannot send their children to the university, and they are prohibited if they would in joining in the scramble for the annual donation for primary schools . . . The fund designated for the latter purpose is applied without any system, and without any practical benefit. It is scattered somewhat in the manner that an ostentatious nabob would scatter small change among a promiscuous crowd of paupers and cry out, "catch who can."

The Convention "Address to Our Fellow Citizens" was signed by George W. Thompson, Charles Wheeler, Augustus W. Ruter, William Armstrong, Isaac Hoge, D. Goff of Randolph, and Thomas Townsend. Taking its cue from Governor Campbell's Message of 1839 and the federal census of 1840, this document expressed "astonishment and a sense of insecurity" because of the alarming state of ignorance in Virginia. Then followed an illuminating comparison of the functions of education in autocratic countries, such as Prussia, where human beings were directed as machines, with those in free countries, like the United States, where each person followed his own bent and thus augmented the sum total of human progress.

While placing chief responsibility for "educational reform" upon the church, the Address recommended that greater attention be given to "female education" and emphasized especially the need for better trained teachers. For this purpose a system of normal schools, preferably one for each senatorial district, and "model schools" was proposed; but "a great central normal" was not objectionable. Whether it or several normals were used, the Address recommended that they be "consociated" with the existing academies and the "high schools, which are to be brought into existence." As a means of "defusing public enlightenment" on education

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and the lives of distinguished teachers such as Pestalozzi, Basedow, Rochow, and Fellenberg, it recommended also the publication at state expense of a "common school journal."

As aids to teachers and the public generally, the Address recommended also the establishment of annual contests for floral crowns, such as had been used in Italy; the use of libraries to "call into exercise the slumbering talent of our own state"; the organization of lyceums as agents for arousing and sustaining intellectual curiosity; and the use of such architecture and building sites as would make schoolhouses centers of civic pride and comfort, instead of "incubators of consumption and physical deformity." In keeping with Jeffersonian suggestions of an earlier date, the Address held the district system to be "the important step towards school reform." For that reason it favored leaving the initiative in organizing schools and erecting schoolhouses, as well as financing both, with the districts which were, however, to be aided, in proportion to their efforts by income from the literary fund.

Although the Address did not contain the term "public free school," its authors evidently had in mind free education for all white children. Something of their spirit and purpose was indicated under the italicized heading, "*The people must be educated*":

In the great political results which lie ahead of us, there is a mighty eloquence appealing to every hope, to every fear, and to every interest of life, inciting us to action, and warning us of the danger of error and neglect. The future generations are coming on countlessly, like the stars of the sky or the sands of the seashore, and with education they may be instruments of Heaven for its work of beneficence; without education, unless the past is a falsehood, they will assuredly be agents of the same Heaven for the consummation of its wrath by civil war, or the earthquake revolution which overturns empires or mightiest republics, who, without the prophetically anticipated results of a moral progress, may break down with violence the barriers of law and political reasoning which now protect the *feudality* of property. It is then the interest of the rich to provide a refuge for their children against these calamities, and what surer refuge than in the intelligence and virtue of their fellow citizens? And while that intelligence and virtue preserve the republic, they fix our responsibilities and guard our liberty, that we may faithfully and earnestly discharge those responsibilities, and be thankful that we can do so without fear of the bigot's band or the tyrant's axe. This is the end and the complement of all other reforms.

A memorial to the legislature, authorized by the Convention, was signed by Thomas Townsend, Enos W. Newton, R. McKee, Zachariah Jacob, William McConnell, and Alexander Newman. In keeping with motivating spiritual influences of the time and section, this document, like the "Address to Our Fellow-Citizens," was evangelical in tone. It did not therefore neglect to recite outstanding defects in the existing system. First among these was the fact that many thousand poor children were growing up "without the slightest tincture of common learning." Worse still, those who availed themselves of the public bounty were little benefited and the great majority of the youth educated in the common

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schools were not "qualified to become intelligent men and women." Moreover, their moral and physical training was being neglected through the influence of "ignorant, coarse, and vulgar teachers" who were permitted to teach without public leave or license and simply because they were the lowest bidders.¹⁰

Although "a great majority of the school commissioners from the different counties" had reported that "they had no alterations to propose" in the existing system, the Clarksburg Memorial proposed an "Outline of a System of *Public Schools*." Features of this proposal were the compulsory division of each county into school districts provided with "suitable school houses" and centrally located on "healthful and pleasant" sites; local levies to supplement incomes from the literary fund which it insisted should be increased through Federal and state subsidies; and a salaried state superintendent with sufficient powers to make him effective. The proposed schools were to be "free to all the white youth within the districts," a sine qua non to the success of the proposal. Moreover, schools were to be made "good enough *for the rich*" so that "they may be *fit for the poor*." To meet the need for better teachers "the Outline" recommended that the existing colleges and academies be required to increase their offerings, through aid from the literary fund.

The Convention ended its proceedings by appointing Zachariah Jacob, Elbert H. Caldwell, A. J. Smith, Charles Lewis, John W. Clemens, James H. McMechen, J. P. Price, J. M. Steed, John J. Allen of Bortout County, and James McDowell of Rockbridge County, a committee of ten to attend the educational convention to meet in Lexington on October 7, 1841. This convention, composed of delegates from Bath, Augusta, and Rockbridge counties, met as scheduled and was dominated by McDowell, a resident of Lexington. Under his direction most of the one-day session was given to consideration of the "Ruffner Plan," which was an enlargement of his "Outline of a Plan" presented to the Clarksburg Convention. Like it "the Plan" did not propose a system of free schools but emphasized the need for reforms in the existing system, the "pauper dole" feature of which was severely condemned.

To remedy this defect and provide a better system, Ruffner would have reduced tuitions so that anyone could have paid something to maintain it. Instead of making education free he would have made education attractive through better trained teachers and by arousing the masses through methods peculiar to evangelical preachers and Sunday School teachers. He indicated also the possible benefits of libraries and other aids, including competent supervision on all levels, proper location and construction of school houses, and increase in the literary fund to the point of adequacy.

The Ruffner Plan was endorsed by the Lexington Convention and was at once taken up by Hampden-Sydney College alumni and publicized

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throughout a large part of the state. At their suggestion a "great educational convention" was called to meet in Richmond on the eve of the meeting of the general assembly of 1841-42. The gist of the discussion in the numerous mass meetings which followed to elect delegates to the proposed convention and in the accompanying newspaper articles, was for a school system embracing primary and elementary schools, academies, colleges, and a university. It was to accomplish this broad program that delegates from all parts of the state met on December 9, 1841 in Richmond.

The Richmond Education Convention of 1841 was dominated by Thomas Ritchie, editor of the *Richmond Enquirer*. Like other conventions of this period, it memorialized the general assembly. While admitting that the "existing plan" had been productive of benefits and the difficulty of introducing the "district system" in sparsely settled areas, the memorialists considered it their duty to appeal to the people in behalf of "a system of general education" designed "to teach the white children of the commonwealth in a more effective manner."

To the surprise of their critics and the delight of their friends, the memorial of this convention asked for a "system of general primary education" to be maintained by taxation and "free to every white child of proper age." In keeping with the eastern approach to this subject, it also emphasized, more than had either the Clarksburg or the Lexington memorials, the importance of academies and colleges as an essential feature of any educational system. While admitting that the existing academies had failed to serve their purposes, it insisted that they were nevertheless indispensable, if for no other purpose than to stop that inroad of vagabond teachers who had infested Virginia since shortly after the American Revolution. In the same strain it was urged that the existing medical and military schools should be improved and popularized.

The house committee on schools and colleges, to which these several memorials and the requested report from the president and the directors of the literary fund were referred, recommended the establishment of a public school system. Like the system of New York State, where parents and guardians were charged a "moderate tuition fee," the proposed schools were not to be free, except to those who could not pay, but they were to be maintained by the state. On this point the committee said:

If no doubt has ever yet arisen, or can ever hereafter arise, of the power and duty of a state to defend herself by compulsory enlistments, against foreign aggressions or intestine mutinies—she would seem to possess a right not less clear, to expel from the choice domain of her mind and morals, by a sort of intellectual conscription, the deadliest foes of her peace—public ignorance and vice.

In general the house committee favored the district system, but because of the sparseness of population in mountain areas, it opposed all attempts at uniformity, either in political units or in the quality of the

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instruction to be given. It also placed chief responsibility for establishing schools upon the districts which, under state supervision, were to choose all school officers and teachers. The committee also emphasized the need for competent teachers and the consequent necessity of maintaining the "mittelschulen."

In keeping with these various recommendations, a bill for "the establishment of common schools" passed the house in 1842, but it failed in the senate, "primarily because of its provision creating the office of state superintendent." Under different conditions this might have ended the matter, but the public was too much aroused for that, thanks to the evangelical appeal of its preacher leaders and to laymen leaders like Thomas Ritchie, who emphasized the need of an intelligent citizenry.

The public generally was then making comparisons between the educational activities of New York and of Virginia. Among other things these showed that New York was then spending annually about \$1,500,000 in public funds for the education of about 550,000 school youths between the ages of five and sixteen out of a total of 575,000, whereas Virginia was spending only \$45,000 to educate 27,000 poor children of school age out of a total of about 48,000 and her common schools were otherwise ineffective. As such comparisons had not yet become odious, preacher and laymen leaders made the most of them.

THE MULTIPLE SYSTEMS

At this point James McDowell, who had meanwhile become governor, entered the picture. Together with his annual message for 1843, he submitted a paper by Superintendent Francis H. Smith of the Virginia Military Institute on "The Establishment of Common Schools." In recommending this paper to the consideration of the legislators and endorsing its purpose, the Governor said, "If sixty days' tuition to one half of the indigent children of the state is the grand result which our present system is able to accomplish after so many years of persevering effort to enlarge and perfect its capacity, it is little more than a costly and delusive *nullity* which ought to be . . . abolished."

In response to the resulting appeals from various quarters the denominational colleges and preachers generally again became actively interested in education. In conventions meeting in Richmond, one in January, 1844, and another in August, 1845, they memorialized the general assembly for the establishment of a system of "Popular Education," provided it could be safeguarded by the proper moral influences. To insure this the convention of 1844 asked that the colleges for which it spoke be authorized to train competent teachers.

Largely as a consequence of these activities a general state convention, consisting of 213 delegates from 51 counties, met in Richmond on December 18, 1845. Whether significant or not, about a third of the

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delegates were from present West Virginia, among them being Spicer Patrick, Allen T. Caperton, and William H. McFarland. The discussions were directed by Governor McDowell, and letters were read from Horace Mann and other Northern educators. Despite its able leadership, this convention was unable to agree upon a report and divided into majority and minority factions with respect to the existing system, but it appointed a central committee instructed to "spread propaganda throughout the State in favor of a revision of the educational system."

In this the central committee seems to have been successful, for on February 25, 1846, the general assembly authorized sixteen counties and the city of Williamsburg to determine for themselves, by popular vote, whether or not they would establish district free schools. These schools were to be free only to white children and maintained by funds derived from the literary fund, from interest on glebe funds, and from fines and forfeitures, donations, and taxation. The curriculum went beyond the three R's to include English, grammar, and geography, and when practicable, history (especially Virginia and the United States), and the elements of physical science and "such other and higher branches as the school commissioners may direct." No mention was made of moral or religious training, but school boards were forbidden to employ teachers who were morally unqualified, as determined by the commissioners themselves.

Authorization of these schools was followed on March 5, 1846, by the "Twin Acts" of that date. One of these, that "amending the present primary school system," retained the indigent tuition feature of the act of 1818, but it required county courts to divide counties, not otherwise provided for, into districts and to appoint a commissioner for each. In turn, they were required to elect a county superintendent. It was under this act that most of the counties in present West Virginia chose their first superintendents of public instruction.

The other twin act authorized "the establishment of a district public school system." In case the existing primary system failed to meet the needs of any county, its court, on petition of one-third of the qualified and active voters thereof, was required to order a poll on the question of adopting a district system. If approved by two-thirds of the legal voters, the school commissioners were required to divide the county into suitable districts. That done, the voters in each district then elected a new commissioner who, in conjunction with other commissioners elected in the same way, proceeded to establish the new system. The general act under which this was done did not however repeal the several special acts authorizing other district systems.²¹

Because of the several available routes thus opened for the establishment of district free schools, the movement was accelerated for a time but not for long. Toward mid-century the evangelical churches were

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rent by schisms and the "Second Great Revival" tended consequently to spend its force. As indicated in the Code of 1849, there was moreover a tendency to uniformity in statutory authorizations and procedures. Chief concern will therefore be with the general act of March 5, 1846, which the Code incorporated almost in toto. The only modification was that reducing the number of petitioners necessary to establish district free school in any county from one-third to one-fourth of the qualified voters.

The general act of March 5, 1846, vested control of the district public school system of any adopting county in voter elected commissioners, but the subdistricts or individual schools were under the immediate control of three trustees. No mention was made of the certification of teachers, which, together with their moral qualifications was left entirely with the employers, the trustees. Although adopting counties continued to receive their prorata shares of the literary fund, instruction in the district schools was free, "subject to the regulations in other respects now provided by law." The school commissioners having determined the number of children in each district to be educated and "the sum of money necessary to be raised" for that purpose, it was the duty of the magistrates court to levy for the needed funds.

The county "precincts or sections" for school purposes were required to be of such size and convenience that "all the children in each district may daily attend school therein." To insure such a districting, the commissioners were made elective by the voters, one for each school district, and the districts were to be moderate both "in extent and in population" and "well adopted for . . . convenient supervision." The resulting schools were to be open to "all the white children" above the age of six for instruction in reading, writing, and arithmetic, and, where practicable, in English grammar, geography, history, the elements of physical science, and such other higher branches as the school commissioners might direct. Each commissioner was expected to visit "all the schools in his precinct or section at least twice during each session for schooling, and examine the register of the teacher and other matters touching the schoolhouse, studies, discipline, mode of teaching and improving the school."

As under the act of 1829, the district free school act of 1846 vested immediate control of the schools thus authorized in a board "of three trustees, to be appointed annually, two by the qualified voters of the district at the annual election of school commissioners, and one by the board of school commissioners at their first meeting after the election." These trustees were responsible for the choice of building sites and the construction and maintenance of schoolhouses. They were required to visit schools under their control at least once each month, to examine the scholars, and to address the pupils, if they saw fit. It was their "especial duty to visit the families of the poor, and to use their constant and best endeavours to prevail on them to send their children regularly to school." They

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might suspend or expel "all pupils found guilty on strict examination, of grossly reprehensible conduct, or incorrigibly bad habits." Trustees were solely responsible for the appointment and dismissal of teachers, but they were forbidden to employ any person whose educational qualifications and moral fitness had not been approved by the commissioners "or by some person or persons deputed by them for that purpose." For failure or refusal to function, trustees were subjected to a fine of ten dollars each, but they were exempt from military duty in time of peace.

The first permanent district free schools in West Virginia were in Kanawha County. They were established under the Act of February 25, 1846, as amended March 10, 1847, and approved by the voters in an election held on April 23 of that year. With 383 of the approval votes coming from the "Court House" and 135 from "Coal's Mouth," the result was 680 for public free schools, to 251 against them. The consequent formal passing of the old and the installation of the new system was fittingly described in the following item from the report of Colonel John P. Turner, Esq., first county superintendent of Kanawha County:

The County of Kanawha having by a required majority of votes at the last Spring (1847) election decided in favor of adopting the district free school system, which has the effect to extinguish the present, or old system, after the expiration of the year 1847, the S[chool] Commissioners have not thought it requisite or necessary to make to the Superintendent of schools the Reports which they otherwise would have done. Consequently, your Superintendent is unable to state the No. in any one district, — or the No. entered by any Commis[sioner] at the different schools.¹²

The fight for the district free schools was not, however, thus easily won in Kanawha County. Certain of her property owning and conservative elements continued to oppose them and, under an authorizing act of the general assembly, passed January 10, 1853, the question was again submitted to the voters. The election was held May 26 of that year and resulted in 956 votes for free schools, to 533 against them. Although the majority in this greatly increased total vote was only six less than in 1847, the opposition was not satisfied and questioned the legality of the taxes levied to maintain the new system.

To test their position William Dickinson and Joel Shrewsbury, partners operating under the firm name of "Dickinson and Shrewsbury," refused to pay their school tax of \$350.82 for 1853, and Sheriff James H. Frye was thus forced to collect it through a sale of their property. Through their counsel, Benjamin H. Smith, the partners then sued the sheriff for \$700 trespass damages, but the court sustained the sheriff's defense in the public interest, as presented by Andrew Parks and Mathew Dunbar.

An appeal to the general assembly was more successful. To reduce the amount of general taxation required to support free public schools in Loudoun, Fairfax, and Kanawha counties, that body on January 14, 1853, authorized a special tax on provident parents and guardians of not less than fifty cents nor more than one dollar per term of three months for

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each "scholar." This tax was to be paid to the trustees and collected in the same manner that other taxes were collected. In line with the same purpose the number of school commissioners for Kanawha was the following year increased to twenty-five and the levy for school purposes was limited to "fifty per cent on the aggregate amount of state revenue, county levy and poor rates," but no school tax could be levied against "free persons of color." As most of the authorized taxes fell on realty and as the total of all levies could not exceed ten cents on the hundred dollars valuation, school officials were thus effectively restrained from making liberal expenditures. Otherwise the free school movement in Kanawha County might have attained a greater degree of success in the pre-Civil War period, as determined by results in both Ohio and Jefferson counties.

Jefferson was the second county in present West Virginia to establish a district free school system. Like Kanawha, Jefferson functioned under the special act of February 25, 1846. On April 23, following, the voters (861 for, to 180 against) approved this act as applied to their county. Because of desired changes, it was not however put into effect. Otherwise Jefferson, one of the largest slaveholding counties in present West Virginia, would have been the first to adopt a countywide free public school system. The desired changes were made in an act passed March 20, 1847. By a vote of 554 for, to 167 against, they were approved on June 3, following, more than five weeks after the approval of a similar system by Kanawha County. On August 7, 1847, school commissioners were elected for each of the twenty-two districts of the twenty-four into which the county had meanwhile been divided. At the same time, the voters approved a levy which, together with other funds, mostly individual subscriptions and assessments, made possible a nine month term.

By using buildings formerly used for common, or old field schools, and by building additional houses the new system was quickly put into operation. By December of the following year 23 schools, with a total enrollment of 1,100, were active; seven teachers were paid \$300 each for the term, while 16 others received \$275 each; the total number of districts had been increased from 24 to 27; and 13 new buildings had been completed.

Eight years later a petition signed by the required number of voters, charging that these schools were mismanaged and taught by incompetents, asked for a referendum to determine whether or not they should be continued. The poll was taken in May, 1856, and resulted in 975 votes for continuance, to 202 against it.

In that it functioned without direction of a county superintendent and under the immediate supervision of a resident commissioner for each district, school administration in Jefferson County was somewhat unique. In their corporate capacity the commissioners appointed the teachers for the entire county and determined their scholastic and moral fitness but

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without formal examinations. The resident commissioner was however required to visit all the schools in his district at least once each month. On such visits he examined the teacher's register, inquired into the "mode of teaching" and the character of the discipline, and informed himself about other pertinent matters. The branches of instruction were determined by the commissioners and, when practicable, included English grammar, geography, history, moral philosophy and "such other and higher branches" as the board might direct, but chief emphasis was upon the "Three R's."

These schools were also somewhat unique with respect to finances and may have been precedent setting. In addition to income from the literary fund, from fines and forfeitures, and from donations, bequests and devices, the commissioners were required to collect from provident parents and guardians a tuition fee not to exceed fifty cents per quarter for each child enrolled. In addition thereto they were also required to assess each resident individual taxpayer with a school tax not to exceed fifty per cent of his total state taxes, not including license charges. Forecasting a statewide capitation tax, first authorized in 1851, they were also required to levy a tax "not exceeding one dollar per head" on all white titheables. The items thus authorized were collected by the sheriff and financed a system which, soon after the Civil War, was readily extended to all Negro children of school age.

Although Kanawha and Ohio counties approved the district free school system on the same day, April 22, 1847, it was not put into operation in the latter until the autumn of the following year. Moreover, it acted under the general law of March 5, 1846 and not, as did Kanawha and Jefferson counties, under special acts. In keeping with the former, Ohio County, in a special election held June 22, 1847, chose one school commissioner and two trustees for each of the districts into which that County was then divided, but their right to function was challenged. In response thereto the county court in March, 1848 resubmitted the question to the voters who, on April 26, 1848, reapproved it by a majority of 985 in a total of 1098.

Clay School, Third Ward, Wheeling, was the first to become active under the new plan. It opened on October 2, 1848, under the principalship of A. J. Haile who was assisted by his wife, but the girls and boys were taught in separate rooms. The total enrollment at the end of the first quarter was 214, but the average attendance was only 186. Pupil activities were regulated by twelve trustee-drawn "General Rules" which also contained instructions to parents and teachers regarding their responsibilities.¹³ In the spring of 1849 schools similarly operated were opened in the First, Fourth and Fifth wards.

These were not, however, the first schools in Wheeling. Her first charter (1806) authorized the erection and maintenance of school houses,

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and 282, out of a total of 500 children of indigent poor parents were in 1833 being instructed in 50 common schools in Ohio County which then included Marshall. The tuition of all such pupils was paid from the literary fund and averaged \$1.84 each. A number of the schools thus maintained were of course in Wheeling.

The 1848-49 general assembly authorized the division of Ohio County into "two separate and independent grand divisions" for the primary purpose of making Wheeling an "independent district." By a vote of 1098 for, to 113 against, this arrangement was approved in the regular April election of 1849, and in due course the city functioned as the first independent school district in present West Virginia. By an act of the legislature of the new state, passed March 2, 1865, it continued to function as an independent unit until 1933, when the arrangement gave way to a state-wide county unit system. The city had meanwhile been known to school people generally as "The Independent State of Wheeling."

The agreeableness of this distinction, in its initial stage, was indicated by the conversion of the customary Fourth of July celebration into a school program, of which the *Wheeling Daily Gazette* for July 4, 1849, said: "It is the first celebration the Public Schools have had since their establishment in this city, and, if we mistake not, the first Fourth of July ever celebrated by Free Public Schools in the state of Virginia!"

In 1850 there were, however, only 17 teachers for the 35 schools in Ohio County, which indicates that her teachers then did double service in short terms. There were 2,192 pupils (707 city and 1,485 county) enrolled, which was slightly more than half the number of children of school age in the entire county. The average annual salary of teachers (\$363.51) was then larger than that paid in any other unit in the state. The next largest (\$356.25) was paid by the "Town of Portsmouth."

In addition to its "grand divisions," school administration in Ohio County had other unique features. More than any other unit in present West Virginia, Wheeling developed the trustee-commissioner form of supervision and administration. Here each school had one commissioner and two trustees until 1858, when by an act of March 15 of that year, each of the five wards then composing the city was authorized to elect one commissioner and three trustees. In Kanawha County chief dependence was upon school commissioners. In Jefferson County there were no trustees. Although there was no public high school in Wheeling until 1897, the course of study for ward schools in 1851 was twelve years; the term was ten months; and the graded schools were to all intents and purposes of grammar school quality.

Cabell and Wayne counties were authorized to vote upon the question of adopting district free schools, but sources available for the present research do not indicate that either acted favorably or unfavorably. Under an act of April 2, 1853, Marshall County was authorized to vote on the

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question and subsequently approved it, but approval was by such a small participating vote, only slightly more than one-third of those qualified, that the general assembly on February 17, 1858 authorized another vote. As no report of the operations of free schools were made, it is inferred that they were not established there either under the act of April 2, 1853 or that of February 17, 1858. Brooke County voted in 1855 on a proposition to adopt district free schools, but it failed by thirty-one to reach the necessary two-thirds for approval. In January, 1857, Mason County approved the system, but the decision was questioned on the score of illegal voting. On the eve of the Civil War Wood County, including Parkersburg as an independent district after the pattern of Wheeling, also approved the district system but did not put it into operation.

Among present Virginia units which established district free schools before 1850 were the Town of Portsmouth and Northampton, Norfolk, Princess Anne, Southampton and King George counties, with the last named setting the pattern in the Tidewater; Henry County in the Piedmont; and Washington County in the Valley. Of all these Washington was the most successful, thanks to activities and contributions of the "inhabitants". The free school movement was aided also by Emory and Henry College and such school enthusiasts as Governor David Campbell, a resident of Washington County. For the year ending in 1851, it operated 54 free schools; employed 38 teachers; and had a total enrollment of 1614 pupils including 482 of the estimated 650 poor children.

Most of the legal barriers to the establishment of district free schools having been removed by 1850 the indifference toward them in present West Virginia during the ensuing decade is surprising. For instance, official reports for the year ending September 30, 1850 indicate that a "very large proportion of the children" of Kanawha and Ohio Counties were not enrolled, viz: 2,670 out of 7,013 in the former and 1,022 out of 2,175 in the latter, and that the attendance of those enrolled was "extremely irregular." In the same year there were only 225 district free schools in the entire state in a total of about 4,000 common schools. Only 31,486 in a grand total of 65,370 poor children attended school; and undetermined thousands of others did not enroll.

This situation was attributed by Superintendent Brown to that element of the population which, although "possessing a competency", neglected to educate its children. From thirty years' experience he was convinced that it needed to have its "vital interests watched over" by a "natural protector and guardian", evidently the state. In other words, the practice of local autonomy in primary and elementary education was, according to Superintendent Brown, a failure. His only hope for the district free schools was in the "considerable feeling for this system . . . in those counties and corporations which have adopted it." To facilitate action a general act of 1852-53 authorized certain districts or a single district in any county to establish free schools, as under the act of 1829.

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The interest was not contagious, however, and legal barriers and parent indifference, largely the latter, prevented extension of the district free school system. Although one-fourth of the qualified voters could launch a proposal, two-thirds of those qualified in elections were required to authorize it. On the other hand, a bare majority sufficed to abolish, and the general interest in uniformity tended to prevent the enactment of additional special laws. Moreover, there was a tendency to limit the amount of special tuition fees and other assessments levied against parents and guardians. These barriers were hurdles which potential free school movements, although favored in certain western counties by voting majorities, could not pass. This was notably true in Brooke, Marshall and Mason counties.

The greatest influence retarding the free school movement in present West Virginia was sparseness of population in large areas. Moreover, the legal provisions under which schools might be established retained the distinction between the rich and the poor, in that each county and corporation continued to draw its annual quota for the education of poor children and of course to locate and designate them. As a large part of the middle class element was on the verge of poverty, it declined to support a system which tended to pauperize through extension of benefits. In the absence of a general state subsidy and supervisory control these effects were aggravated rather than mitigated. In other words, insistence upon decentralization retarded this phase of the public free school movement.

Sunday School and church influences tended also to slow down the district free school movement, in that uncomprising attitudes and sectarian objectives made for stalemates. Then, too, following the mid-century schisms in the evangelical churches, their preachers, who prior thereto had been the spark plugs of the free public school movement, tended to caution in public matters and, in compliance with the policy of eastern Virginia, placed increasing emphasis upon trained leadership. As a consequence, they tended to divide their efforts between preaching and teaching. Outstanding among the teacher-preachers were the Rev. Gordon Battelle, the Rev. James R. Moore, and the Rev. Alexander Martin, whereas Rev. Dr. Charles Wheeler of Rector College, the Rev. Dr. Alexander Campbell of Bethany College, and the Rev. Dr. Henry Ruffner of Washington College were preacher-educators. Moreover, the preacher reformers of the earlier educational movement were aging in the fifties and died in that decade or shortly thereafter.

Editors were perhaps even more potent in slowing down the free public school movement than were the preachers. With the passing of John Hampden Pleasants in an affair of honor and the removal of Thomas Ritchie to Washington to become the spokesman of the Democrat Party, the *Richmond Whig*, the *Richmond Inquirer*, and the several newspapers which sprang up there in the fifties devoted comparatively little attention

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to education. Edmund Ruffin and his *Farmer's Register* had captured much of the attention which had formerly been given to the Rev. Dr. James Holt Rice and his voluminous articles on education, first in *The Virginia Evangelical and Literary Magazine* and later in the *Southern Literary Messenger*. In fact the latter, together with De Bow's *Commercial Review of New Orleans*, launched a spirited crusade in the fifties for the educational independence of the South. As comparisons of the common school conditions and practices in New York and Massachusetts with those in Virginia had become odious instead of informing, as formerly, they were omitted from both the magazine and newspaper press of Virginia. Consequently, local leaders tended to become provincial and to insist that Virginia and the whole South should be self-sufficing in this vital matter.

Editors and preachers alike supported the movement for a self-sufficient South in matters of education, as indicated by the following from the *Kanawha Valley Star*, for July 12, 1859:

Virginia has, however, in the last ten years undergone a great change in respect to her school teachers and to school teaching . . . A few years ago when Virginia was filled with indifferent Yankee school teachers, you could scarcely find a school master who occupied an influential position in society. Now, through means of the University, the Military Institute, and other Virginia colleges, the profession of teaching has become one of the most important, lucrative, and respectable of pursuits. The first young men in the state in point of talent, education, and respectability have turned their attention to the subject of teaching.

And this happy change has been going on so rapidly that, at the present time in East Virginia, it is almost impossible for one to get employment as a school teacher unless he was native born, raised and educated in Virginia. And this truly Virginian and Southern feeling prevails nearly to the same extent in the Valley of Virginia, and we hope the day is not far distant when it will prevail over every portion of the entire Commonwealth, and that no person will be employed to teach and instruct Virginia youths unless he be of the "Manor born." . . . And here we will add that the influence exerted in the trans-Allegheny by Yankee teachers is entirely too great, and that it behooves every true Virginian to correct this evil. No education is better than bad education. No morals are better than bad morals.

Another retarding influence was the satisfaction which Virginians on both sides of the mountains derived from comparing their status with other states, notably New York and Massachusetts. For instance, much was made of the fact that in Virginia, with a total population of 1,596,318 (1860), including Negro slaves, there were only 86,452 white illiterates over twenty years of age, whereas the totals for New York and Massachusetts with total populations of 3,880,735 and 1,231,066, respectively, were 121,878 and 46,921. At the same time the total number of convictions for crime, including 416 non-natives, in Virginia was only 608, whereas the totals for New York and Massachusetts were 87,067 and 12,732, respectively. These comparisons, made with increasing frequency after 1830 found confirmation in the panic of 1857, which affected the South only slightly, whereas it spread ruin through Northern industrial centers.

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In the face of such comparisons and the comparative quiescence of the preachers, the middle class element which, as indicated by Superintendent Brown, was then tending to neglect the education of its children, found comfort and satisfaction in current statements to the effect that, isolation, transportation, and such factors excepted, any white boy or girl, regardless of his or her economic status, could receive a rudimentary education in Virginia, provided they and their parents or guardians desired it. Unfortunately for those who preferred a state-wide system of public free schools, there was a large element of truth in this contention. On the eve of the Civil War Virginia was spending about \$500,000 annually on public education, and the annual allotment for the education of poor children had increased to \$80,000. Moreover, these sums were being supplemented by private contributions, and the literary fund, aggregating \$1,900,000, was approaching sufficiency for the education of all the indigent youth.

Ohio County was also making substantial contributions. Outstanding among these was the commissioner-trusteeship which, as developed in Wheeling, became quite efficient. Its initial success was attested by the act of 1858 increasing the number of elective trustees to three and vesting them with new duties. Under the changed arrangement the commissioners, in their corporate capacity, were vested with general powers, such as the choice of uniform textbook, but administration and supervision of the ward schools were entrusted almost entirely to trustees. Because of physical conditions, particularly sparseness of population, the system was ill-suited to western Virginia generally, but prevailing political and sectarian theories insisted upon it. On this point the en masse visit of members of the First Constitutional Convention of West Virginia to the Fifth Ward School, Wheeling, is significant. More certainly than any Northern influence, such contacts influenced the makers of West Virginia in their decision to establish district free schools administered by voter elected trustees.

The pre-Civil War contributions of present West Virginia to the public free school movement, although indigenous, were nevertheless largely potential.¹⁴ With free schools in successful operation in three pivotal counties, Kanawha, Jefferson, and Ohio, waiting establishment in Wood County, and on the verge of adoption in Brooke, Marshall, and Mason counties, strategic outposts in a realm of illiteracy had been established. Contrary to opinions generally entertained since, the subsequent advance was not made by "those Yankees who made West Virginia," for the leaders, almost without exception, were influenced by pro-Southern principles and ideals. On this point attention is called to the fact that both Kanawha and Jefferson counties, leaders in the district free school movement, were among the largest slaveholding counties in present West Virginia, and to the fact that counties with population elements of pre-

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dominantly Northern origins, notably Upshur, Preston, and Monongalia, made no effective efforts to establish a public free school system in the pre-Civil War period.

NOTES

Chapter III

1. Edgar W. Knight, *Public Education in the South*, p. 82, and "The Academy Movement in the South", *High School Journal*, Vol. 2, Nos. 7 and 8, and Vol. 3, No. 1; Wm. A. Maddox, *Free School Idea*, pp. 45-46; Sadie Bell, *The Church, the State and Education in Virginia*, pp. 142-145; W. Gordon McCabe, *Virginia Schools Before and After the Revolution*, pp. 21-22; A. J. Morrison, *Beginnings of Public Education in Virginia*, p. 109; William W. Sweet, *Religion on the American Frontier*, Vol. 2 (The Presbyterians), p. 5; Robert Beverley, *History of Virginia*, p. 216; Hermann Schuricht, *History of the German Element of Virginia*, Vol. 1, p. 75; *Virginia Magazine of History and Biography*, Vol. 11, pp. 230, 233, 276; *ibid.*, Vol. 12, p. 74; Vol. 13, pp. 247-248, 368.
2. Jefferson's bill was first drawn in 1776 and was part of a report of a committee consisting of Thomas Jefferson, Edmund Pendleton, and George Wythe, appointed by the general assembly to revise the laws of the newly proclaimed state. Because of the exigencies of the situation the report was not acted upon. When Jefferson became governor in 1779 the matter was revived but with no better results and for the same reasons.
3. The Ordinance for the Government of the Northwest Territory said, "religion, morality, and knowledge being necessary to good government and happiness of mankind, schools and the means of education shall forever be encouraged." This provision was repeated in the fundamental laws of a number of western states, notably Mississippi, Alabama, and Tennessee. Knight, *Public Education*, pp. 115, 120.
4. *Writings* (Definitive ed.), Vol. 14, p. 413; H. B. Adams, *Circular of Information*, No. 1 (1888), p. 35; Morrison, *Beginnings*, p. 9; Honeywell, *Jefferson*, p. 14.
5. Charles F. Mercer, "Discourse on Popular Education: an address given in a church in Princeton, 1826, at the commencement of the College of New Jersey"; Maddox, *Free School Idea*.
6. Maddox, *Free School Idea*, p. 103; *West Virginia History*, Oct. 1942.
7. Jonathan P. Cushing (March 12, 1793—April 25, 1835) was a Presbyterian preacher graduate of Dartmouth College, who came to Virginia in 1817. From 1819 to 1821 he was Professor of Chemistry and Natural Philosophy in Hampden-Sydney College and from 1821 to 1835 its president. Morrison, *Beginnings*, p. 93; Maddox, *Free School Idea*, pp. 116-117; Bell, *Church, State and Education*, pp. 260-261.
8. Data on illiteracy covering the period from 1818 to 1837, as determined by the inability of applicants for marriage licenses to write, were: 1,127 in a total of 4,682 for 1818; 1,167 in a total of 5,088 for 1822; and 1,048 in a total of 4,614 for 1837. *House Journal* (1838-39) for January 7, 1839.
9. As the delegates from Augusta, Frederick, Shenandoah, and Warren counties, James Points, Esq., Washington G. Singleton, Isaac S. Pennybacker, and John M'Coy, respectively, were invited by the Convention to membership therein, it was evidently primarily a northwest Virginia gathering. By counties, the other members were: *Berkeley*, William A. Summerville; *Braxton*, John P. Bryne, Morgan Dyer, Thomas B. Friend, Esias Fetty, Albert A. Lewis; *Harrison*, Caleb Boggess, Augustus P. Bond, Ephraim Bee, Benjamin Bassel, Phineas Chapin, John Cather, E. Cheveront, C. Cheveront, Gideon D. Camden, Reuben Davisson, Dr. D. D. Davisson, John Gaston, John Goff, Nathan Goff, William A.

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- Harrison, Charles A. Harper, Joseph Johnson, Daniel Kincheloe, John G. Lowther, A. Lowther, Luther Haymond, George H. Lee, Charles Lewis, William Martin, Eli Marsh, Richard W. Moore, James H. M'Mechen, Eli M'Whorter, James McCalley, J. H. Potts, A. L. Patton, Ezekiel Quillen, Thomas S. Reeder, Thomas Rhea, A. J. Smith, John B. Tisdale, J. Weirick, R. M. Whiting, Charles Wheeler, John H. Woodford, Peter Zinn; *Jackson*, John P. Thomason; *Lewis*, Thomas Bland, M. G. Bush, A. Brooks, J. M. Camp, Evan Carmack, P. Cox, Jr., H. Steinbeck, Cabell Tavenner; *Mason*, John L. Schon, Jr.; *Marshall*, E. H. Caldwell, I. Hoge, John Parriott; *Monongalia*, John S. Barnes, Sr., John S. Barnes, Jr., Isaac Blue, John Clayton, James Evans, Zedekiah Kidwell, F. Riger, Jr., George M'Neely, Philander S. Ruter; *Ohio*, William Armstrong, John W. Clemens, E. Hildreth, Z. Jacob, Riddick M. Kee, William M'Connell, W. E. Newton, Alexander Newman, Augustus W. Ruter, Thomas Townsend, G. W. Thompson, J. H. White; *Randolph*, D. Goff, W. C. Haymond, David Holder, James H. Logan, Daniel W. Shertliff, E. D. Wilson; *Tyler*, S. Bond, John Ireland, John B. Lacy, James Morris, Presley Martin, J. Russell, W. Underwood, E. Wells, John Wells; *Wood*, Austin Berkeley, G. Berkeley, Lewis Bond, Thomas Chancellor, T. T. Henderson, J. P. Brice, W. M. Protsman, J. M. Steed, M. Spencer, F. Tavenner. *House Journal* (1841-42) Doc. No. 7, pp. 3-4.
10. Both the "Address" and the "Memorial" authorized by the Clarksburg Convention were reproduced in *West Virginia History*, Oct., 1943.
 11. As stated by Wm. M. Burwell in an address before the "Society of Alumni" of the University of Virginia in 1847, the purpose was to so adjust "taxation as to secure to all, the benefits of Education, by a proper apportionment of contributions for its support." This solution was made necessary because the "quieted questions of taxation and distribution" as affected the east and the west had been raised. See Bell, *Church, State and Education*, p. 355.
 12. Kanawha County School Records, in West Virginia University Library; *Session Acts* (1846-47), pp. 36; *Wheeling Times and Advertiser*, April 28, 1847; *West Virginia History*, July, 1942.
 13. Ohio County, *Court Records*, March, 1848; G. L. Cranmer, *History of Wheeling City and Ohio County*, pp. 230-235; Charles A. Wingerter, *History of Greater Wheeling and Vicinity*, pp. 450-454; West Virginia, General Superintendent of Public Schools, *Eighth Annual Report* (1871), pt. two, "Remarks and Suggestions of County Superintendents," p. 4; Ohio County Board of Education, "Records." According to the *Wheeling Intelligencer* for April 5, 1875, the first free public school in Wheeling opened on October 2, 1849.
 14. Norfolk County, including the "Town of Portsmouth" as an independent district, adopted a system of district free schools under an act passed February 17, 1845. Although this act did not authorize it, they had a common county superintendent in 1850 in the person of T. Hume, who seems to have been progressive. For instance, after attending a session of the National Education Association that year, he recommended to Superintendent Brown that Virginia organize a state education association for "the purpose of mutual improvement and the advancement of the common profession." Virginia, *Governor's Message and Annual Reports* (1851), Doc. No. 4, pp. 98-99.

CHAPTER IV

THE ACADEMIES

INTRODUCTION

THE term academy was used loosely in Virginia as indicated by the synonyms: seminary, institute, collegiate institute, college, and finally high school. Generally the academy was the secondary school which filled the gap between the Latin grammar school of colonial days and the high school of the post Civil War period. Almost without exception academies were private subscription schools of the provident middle class element. Although they had their origins in the English Restoration, American academies were largely "a product of the frontier period of national development and the *laissez-faire* theory of government." Except among the Presbyterians, their primary purpose was to provide a more practical education than that of the Latin grammar schools. Chief emphasis was therefore upon English, arithmetic, surveying, geography, and history.

Although Virginia academies were chartered by the general assembly until 1856, the state exercised little control over them. Only those receiving subsidies from the literary fund were required to make reports. Following 1850 an increasing number were operated primarily for profit, but all tended to adhere to traditional moral standards and to accept the principle and practice of separation of church and state. To avoid some of the consequent difficulties some of the academies, notably that in Martinsburg, were reorganized in 1853 after the plan of the Baltimore high schools.

The first academies in western Virginia and in present West Virginia were generally creations of Dissenters, especially Presbyterians and Methodists. Among incorporated institutions with such origins and objectives were Liberty Hall (1776), now Washington and Lee University; Botsourt Seminary (1785), at Fincastle; Winchester Academy (1786); Randolph Academy (1787), at Clarksburg; Warren Academy (1788), at Warrentown; Harrisonburg Academy (1794), a Methodist institution organized under direction of Francis Asbury; Charles Town Academy (1797); and Brooke Academy (1799), at Wellsburg, established by Joseph Doddridge under auspices of the Protestant Episcopal Church.

There were also unincorporated private schools which extended their offerings into the secondary field, as indicated by the following advertisement in *The Wheeling Repository* for July 30, 1808: "A new School for the Education of Females having been opened in this town, it has been thought fit by the subscriber [Aquila M. Bolton], at this time, to establish A School for the Education for Boys, wherein will be taught

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Spelling, Reading, Writing, English Grammar, Bookkeeping, etc., at \$3 per Qr. The French and Spanish Languages (3 times a week)."

"The subscriber" was a bookseller and stationer, who was then offering for sale, wholesale and retail, an assortment of school books, writing paper, and blank books in the hope that those who purchased by the dozen would "favor him with their custom." About the same time "members of the Wheeling Library Company were electing officers for 1808. On January 9, 1813, this company was incorporated by an act of the general assembly.

Even if Dissenters approved the act establishing religious liberty, most of them feared the alleged anti-Christian influences of Thomas Jefferson. They continued therefore to insist upon the use of the Bible as a textbook, even in secondary schools. This was notably true after Jefferson's return to Virginia in 1809 to resume his reforms. It was at this time that Bible societies were formed there, and Sunday Schools became active with a view to counteracting the alleged evil influences of the free thinkers and to promoting sectarian interests. In their emphasis upon morals and intelligence the Dissenters and the followers of Jefferson had much in common. In time they were thus able to agree upon common moral and Christian standards and to divorce them from sectarianism. This tendency was reflected in academy curriculums and in the entire educational system.

Thomas Jefferson had meanwhile done much to aid the academy movement, if indeed he had not launched it. On this point it is recalled that only one of the academies already named in this chapter antedated Jefferson's proposed reforms of 1779. His proposed "colleges" were only secondary schools preparatory to a university, into which he was then planning to develop William and Mary College. After he abandoned this idea and adopted as his first love a university free from sectarian and provincial influences, his second love was the primary school. But that does not mean that he did not recognize the need for secondary education, which was given a place in most of his proposed systems.¹

Although Washington is not generally thought of as having been interested in education, his contributions to a national university and a Virginia academy were substantial. As a reward for public services in promoting the James River and Potomac internal improvement companies, in 1785 the general assembly, at the suggestion of Governor Patrick Henry, presented Washington with one hundred shares of state stock in the James River Company and fifty shares in the Potomac Company. Although he had refused to accept compensation for his services in winning the independence of his country, after some hesitation he accepted these gifts but with the assurance that they would be diverted to public uses.

For some time thereafter Washington thought of using his internal improvement stocks to establish charity schools: one on the James and another on the Potomac, for the education of poor children, preferably

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those whose fathers had fallen in the fight for American independence. Instead, he waited ten years and then gave the Potomac stock to the Federal Government to be used to endow a university in the District of Columbia, which he was sure Congress would in due course establish. About the same time he gave the James River stock to Liberty Hall Academy. Although nothing came of the suggested university, Liberty Hall Academy was then a going concern.

The next high spot in the Virginia academy movement came in 1817, when Charles F. Mercer asked the general assembly to approve his plan of that year to provide for "the establishment of primary schools, academies, colleges, and an university." As soon as it could be "conveniently done" the "board of public instruction" proposed in this plan, was to divide the state into forty-eight "academical districts, containing each one or more counties" and as nearly as practicable an equal number of white population. Where there was no suitable academy in any of the resulting districts, the board was authorized to accept a building site, provided three-fourths of the \$10,000 required for the erection of an approved building thereon had been subscribed. The remaining funds might be supplied from income of the literary fund. Upon the same condition the board was authorized to establish three other academies "for the education of females." None of the income of the literary fund was however to be available for academies, colleges or a university until the primary schools had been financed. Largely because of support from the western counties, the Mercer Plan was approved by the house, but Jefferson's friends in the senate defeated it.

Opposition to the Mercer Plan was not negative, for it too had a plan, that drafted by Jefferson in 1817 after a pattern outlined by him in his famous letter of September 7, 1814 to his nephew, Peter Carr. This plan comprised district-maintained-and-operated primary and elementary, general, and professional schools, the last two classes of which were to be financed in part through subsidies from the literary fund. The "general schools" were to all intents and purposes secondary, whereas the professional schools were designed to train for leadership and to be merged into a university.

To Jefferson's surprise a proposal was drafted upon his plan whereby \$45,000 from the literary fund was allocated annually for primary schools for poor children and \$15,000 for the proposed university. This left the proposed general schools and the existing academies and colleges unprovided for, and they at once charged discrimination. To correct it, they launched a sectional and sectarian struggle which pitted the west against the east and fostered in the former an attitude of hostility to higher education generally. On the other hand, the academies and the colleges tended to draw closer to the University and thus to allay much of the bitterness and suspicion incident to the struggle for the separation of church and state.

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The attitude of those interested in secondary education at this time was voiced by Thomas Ritchie, editor of the *Richmond Enquirer*, in his opposition to a proposal to use the entire income of the literary fund for the education of poor children. In part he said, "We want academies. We want schools for teaching the higher branches, we want men who can do more than read, write and cipher. We want light to save this beloved land from the gloom of ignorance and degeneracy . . . Let us assist the poor, but *let us do more*, let us assist the genius of our countrymen."

These sentiments found expression also among church leaders, notably Presbyterians. Of all these the Rev. John Holt Rice, joint editor of *The Virginia Evangelical and Literary Magazine* (Richmond), was perhaps most effective. He warned assemblymen against trifling with "the public feelings and public interests" which were described as "demanding a wise and effective system of education." Continuing the Rev. Rice, said, "Everyone now knows that the great business of erecting and endowing seminaries of learning is not to be left to the desultory, and feeble exertions of individual enterprise." It was in response to such sentiments that the general assembly in 1821, "Resolved, That, Whenever the annual income of the literary fund shall exceed sixty thousand dollars, the surplus above that sum . . . shall be appropriated . . . to the endowment of such colleges, academies, or intermediate schools, . . . as the general assembly may direct."

As the literary fund had already lost about \$300,000 through bad loans and bad investments, the action of the general assembly indicating the possibility of state aid to academies was temporarily at least only a gesture. But the anticipations thus fostered, together with the growing needs, kept the issue alive, and in 1822 the Rev. Rice proposed that the state authorize sixty academies, one for each 10,000 of the white population, and guarantee to each \$500 annually to be used toward the salary or salaries of one or more "capable teachers." By educating capable though impecunious persons from the middle class, "the most valuable part of society", he hoped to make education in Virginia "cheap" instead of "gratuitous." In this way he believed that she could establish a public school system free to all white children and, through the use of native teachers thus trained, rid herself of those miserable itinerant teachers who had infested her bounds in increasing numbers since the Revolution. For these purposes he considered it more important to educate the middle classes at state expense than to educate either the rich or the poor.

Always the Rev. Rice emphasized the need for academies as training places for college entrance. Having pointed out the need for such training, he continued: "I have greatly wondered and deeply regretted that the thousands which have been and are every year squandered on what is falsely called the primary school system, have not been appropriated to erect schools like these [academies] . . . Why, to borrow the language

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of a man revered and celebrated for his wisdom [William B. Giles], should we put a price in the hands of a fool to buy wisdom, when he has no heart for it? We want academies, both male and female, at which a course of education might be given, suited to the purposes of all."

There was, however, another side to the academy question. Those of the middle class, who were not college minded and purposed, the larger part of that class, generally regarded academies as rich men's schools and opposed their establishment and maintenance at public expense. In general, they preferred the "good old plan of building from the bottom upward" but not beyond the elementary schools. In answer to the argument that academies were needed to train competent teachers, they replied, "Teachers will spring up spontaneously, when compensations are attractive." Most of this class admitted the responsibility of the state for the education of its people but insisted that this responsibility ended with the elementary school.

Because of inadequate funds, legislators tended to ignore academies, except to grant their intermittent requests for lotteries and for subsidies from the literary fund. Meanwhile, a modified form of the Jefferson plan of building from the top downward and from the bottom upward, was in the experimental stage and, as it had been adopted in lieu of the Mercer Plan, fairness seemed to dictate that the substitute be given a chance to determine its merits. Then, too, eastern Virginia was at that time overtaken by an economic depression which, because of the rising and threatening political power of her western counties, dictated caution to the eastern counties with respect to possible increases in taxes.

Thanks largely to the increasing membership and the influence of the churches, particularly the Presbyterians and the Methodists, the academy movement got a boost in 1836, when the general assembly directed that the surplus from the literary fund be made immediately available to colleges, academies and intermediate schools. Under this act incumbent commissioners were authorized to assign "all, or any, portion of the surplus belonging to their respective counties" to colleges and academies within their bounds. As a consequence about twenty academies were aided, but five years later the general assembly authorized the withdrawal of this aid, when, in the opinion of the commissioners, "the claims of other colleges or academies, or the exigencies of the poor, shall render it proper."²

Toward mid-century the demand for better trained teachers tended to popularize the academy movement. It was at this time that friends of the State University at Charlottesville justified its subsidy from the literary fund on the score that University graduates founded academies which were to all intents and purposes normal schools. To meet the demand for better trained teachers special courses were then offered in the University, in Emory and Henry College, in Virginia Military Institute, and in other institutions of higher learning by the use of subsidies from the

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literary fund. Such grants made possible not only better trained teachers but also better accord among educational institutions.

Most of the early academies were governed by trustees and financed by tuition fees, by bequests, and in a few cases, such as Randolph and Monongalia academies, by lotteries and land surveyor fees. Since the charitable and philanthropic purpose of lotteries could not disguise their gaming features, their use necessitated numerous restrictions. For instance, operators were required to give bond, to make regular and itemized accountings, and to limit their collections to specified sums. A few professional lottery operators were forced to make restitutions of ill-gotten gains.

Virginia State Lottery,
 For the benefit of the Monongalia Academy, Class No. 5, 1840:
 to be drawn at Alexandria, Va., May 23, 1840.
GRAND CAPITALS.—1 prize of \$40,000, 15,000, 10,000, 6000, 5000,
 3000, 2320; 30 of 1000; 60 of 500, 200, &c., &c. Tickets only \$10;
 shares in proportion.
 Certificates of packages of 26 Whole Tickets, \$120 00
 Do. do. 26 Half do. 65 00
 Do. do. 26 Quarter do, 30 50.
 N. B.—Orders from the country promptly and confidentially at-
 tended to, if addressed to **N. STRATTON,**
 May 19 [3—31] Richmond, Va.

Most of the academies in present West Virginia were financed almost entirely by tuition fees, but a number of them received grants from the literary fund for payment of teachers' salaries. In 1840-41 Martinsburg, Brooke, Marshall, Lewisburg, and Mercer Academies received sums totaling \$1,138.21. Most of the new academies were however promoted by joint-stock companies, which indicates that secondary education tended to become a business. These joint-stock educators advertised widely and drew pupils from the Middle West and the Lower South. In other words, present West Virginia, in the interest of education, was then capitalizing her scenery and her location at the crossroads of the United States. Generally the promoters were local residents who "opened books to subscribers" and became trustees of the resulting academies, seminaries, and institutes.

To prevent abuses in these practices authorizing acts generally forbade the organization of an academy before a certain amount of the capital stock had been subscribed. In some cases books could not be opened for subscriptions before a specified part of the capital stock was in hand. Almost invariably the maximum value of the property which incorporated academies could own, was specified. As determined by local conditions

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and needs, the amounts varied from ten to fifty thousand dollars. In compliance with the state constitution and laws, academies were also forbidden to establish "theological professorships" and the size of their land holdings was limited almost to a nullity.

With the turn of mid-century requests for acts incorporating joint-stock companies for educational purposes were so numerous that the general assembly, by a general act passed March 11, 1856, authorized circuit and county courts to make all such grants, including those to companies wishing to operate academies. Consequently, the general assembly ceased to charter them after 1856 and instead chartered seminaries, institutes, and even colleges, most of which operated on the secondary level. Thus, it is next to impossible to determine the locations and even the names of the academies established thereafter. Such an undertaking is complicated also by the fact that unincorporated private and common schools offered instruction on the secondary level. Point Pleasant Academy, incorporated February 28, 1856, was one of the last institutions of its kind established in present West Virginia by the general assembly in the pre-Civil War period.

Sometimes library, literary, and lyceum organizations sponsored academies, or worked in close cooperation with them. Among such sponsoring organizations, together with the date of their incorporation, were those in Harpers Ferry (1820); Charleston, Kanawha County (1821); Romney (1821); Wheeling (1834); Wellsburg (1836); Lewisburg (1838); Parkersburg (1844); Martinsburg (1848); and Guyandotte (1852). Although none of these organizations became as famous as did the Franklin Society of Lexington, which operated in conjunction with Washington College and sponsored the famous "Ruffner Pamphlet," some of them, notably the Wheeling Athenaeum and the literary societies of Monongalia Academy and Romney, were influential in their respective spheres. The initial step toward the formation of West Virginia was taken in Washington Hall, headquarters of the Wheeling Athenaeum, and the Columbian literary society of Monongalia Academy was perpetuated under the same name in West Virginia University until well into the present century.

Beginning about 1842 the Methodist Episcopal Church was active in establishing education societies. Among these was the Educational Society of Western Virginia, organized in 1851 by the West Virginia Conference of the Methodist Episcopal Church and incorporated on May 27, 1852, to further its educational program and to safeguard its sectional preserves. For a time it tried to control the Northwestern Virginia Academy at Clarksburg, but its charter prevented that. When that institution languished to the point of death following the resignation of the Rev. Alexander Martin as principal, the Educational Society and the Conference diverted their support to the Fairmont Male and Female Seminary, incorporated March 12, 1856.

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Under the sponsorship of the Rev. Wm. R. White, the Fairmont Male and Female Seminary was active from 1856 to 1864. Although there is no direct relation between it and the Fairmont Normal School established in 1868, the former kept secondary education alive in Fairmont and was perhaps a determining influence in the organization of the Fairmont Regency which, in 1865, established a normal school of its own, which three years later became a branch of the State Normal School at Marshall College. Additional data will be presented in connection with the history of individual institutions in approximately the chronological order in which they were established.

SHEPHERDSTOWN, 1792

There were a number of schools in "Shepherd's-Town" before the Shepherdstown Academy was incorporated. The first may have been the "English School" kept by Robert Cochburn in 1762 or a German school active at the same time under an unknown teacher. Following the Revolution Abraham Shepherd made frequent mention of an academy in his home town, and the Rev. Stubbs, "Gentleman", was teaching in it in 1787. In April, 1792, Moses Hoge opened a school in Shepherdstown "for the purpose of teaching the Latin, Greek, and English languages, and some of the most useful branches of Science". William Clark was a "schoolmaster" there from 1793 to 1796. In the latter year "trustees of the Shepherd's-Town Academy engaged the Rev. Joseph Wilson, A. B., to teach every branch of useful learning, at the most reasonable prices". At the same time they announced that "several decent boarding houses" were available on the most modest terms to "those living at a distance". A new academy building was erected in 1798, and in 1802 the Methodists purchased the "Old Academy" for use as a church.³

Moses Hoge seems however to have been the most effective teacher in developing Shepherdstown into an educational center. In 1813, the pupils of his academy, in a public examination, "acquitted themselves to the satisfaction of the board of Trustees", and the established rules, discipline and mode of instruction, together with the progress made by the pupils generally, then promised "the most favorable results". He was then offering instruction in Greek, Latin, surveying, Euclid, rhetoric, use of globes, history, grammar, natural and moral science, composition, and elocution. These subjects "were instilled into the minds of the pupils in the first and second classes", while those of the third class were "engaged in the acquisition of the minor branches of the English education". Tuition for the first class was \$25 per annum; for the second, \$20; and for the third or primary class, \$15, "which was considered reasonable enough".

With this background Shepherdstown Academy was incorporated by an act of the general assembly of January 3, 1814. The trustees were Lewis Mayer, John Mathews, James Brown, John Baker, Daniel Bed-

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inger, Daniel Buckles, Van Bennett, Van Rutherford, Walter B. Selby, Thomas Van Swearingen, Thomas Toole, John Briscoe, Jr., Aaron Jewett, and Robert Worthington, "Gentlemen." Soon thereafter they announced that they had "a person to conduct the institution", that they were ready "for the reception of pupils", and that board could be had "on reasonable terms". In 1820 Abraham Shepherd donated a half acre lot "for the purpose of building thereon an academy" and in 1832, the trustees asked for "sealed proposals" for the construction of a building "of brick or stone with a cypress roof", all of which may have been financed through the proceeds of a lottery authorized for that purpose by the 1833 general assembly.

Like contemporary schools of like character, Shepherdstown Academy functioned in close cooperation with a girl's school, in this case the "Shepherdstown Female Classical School." The date of the establishment of this school is not available for present purposes, but it was active during 1836-37 under the principalship of Martha Chisholm. In 1837 she associated with herself her brother, James Chisholm, who gave the President of Harvard College as a reference. In addition to the usual branches taught in a classical school, they offered instruction in French, Italian, and Spanish, and in drawing, painting, music, and needlework. Both she and her brother gave lectures on the "spirit and the literature" of the languages taught by them.

In time both the Academy and the Female Classical School passed from the picture, but they each had worthy successors. In 1844 a Mrs. Phelps established her "Seminary for Young Ladies", in which was taught "the elementary and higher branches usually taught in such schools". Board and tuition charges totaled \$120 for ten months, with extra charges for music and washing. Each young lady was required to provide also her own cot and bedding. This school was active into the 1850's but with reduced total charges for board and tuition and increased charges for music and some of the languages, notably French. It may have been continued by the Rev. J. L. Frary, who, in 1854, was operating the "Shepherdstown Female Seminary."

The Academy may have continued to function meanwhile, but with difficulty, as indicated by a petition to the 1850 general assembly asking financial aid. Whatever the facts in this case, Shepherdstown continued to be an educational center. In 1846, John S. Pierce established there a "Classical School" that later became famous as the "Salt Box". As such, it enjoyed a wide and favorable reputation. It was here that Henry Kyd Douglas, later famous as a Stonewall Jackson aid, and the sons of Alex R. Boteler, together with others, prepared for college.

Under the principalship of Joseph McMurren, a secondary school named "Shepherdstown Academy" was active in Shepherdstown from 1865 to 1869, inclusive. When McMurren resigned in the latter year to

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accept a teaching position elsewhere, the Academy remained active under his successor, John S. Grove, who operated it for some time after the opening of Shepherd College State Normal School, now Shepherd College. That institution was nevertheless an indirect successor to Shepherdstown Academy but through local leadership and initiative rather than through academy influences. In other words, Shepherdstown and the surrounding country, according to McMurren, had "its classical academies, its female seminaries, its boy's schools, and its girl's schools—from time immemorial."

RANDOLPH, 1787

This institution was located in Clarksburg, Harrison County. As indicated in its charter of incorporation, it was established to serve the inhabitants of Ohio, Monongalia, Harrison, and Randolph counties, which then embraced all present West Virginia north of the Little Kanawha River and west of Allegheny Mountain. That it was to be something more than a secondary school was indicated by the fact that one-sixth of all surveyors fees from these counties was diverted from William and Mary College at Williamsburg to the proposed academy. Although the site was selected in 1788, the contract for the building was not let until February 23, 1793. As indicated in that document, the building was a wood and frame structure 36 by 20 feet, "agreeable to the original plan, except the cupola." It cost 179 pounds.

In keeping with the following advertisement, the first session opened in August, 1795:

The Trustees of the Randolph Academy notify the public that they have erected in the town of Clarksburgh, Harrison County, Virginia, a commodious building, in order to carry into effect the laudable design of the Institution, and accordingly have employed as a tutor in the said Academy the Rev'd. George Towers, lately from England, a gentleman of undoubted character and abilities, who has engaged to teach the Latin and Greek Languages, the English grammatically, Arithmetic and Geography. The price of tuition will be, for the Latin and Greek, sixteen dollars, for Geography, six dollars, for Reading, Writing and Arithmetic, five dollars per annum, to be paid quarterly. Genteel boarding can be had in the town or neighborhood on reasonable terms.

During the first years of the operation of Randolph Academy its governing board was interested primarily in morals and pupil expenditures. To safeguard the former the board engaged itself "collectively & individually to take cognizance of all improper conduct on the part of pupils." Beginning in 1808 "the sixth rule of the institution, prohibiting gaming and all other disorderly and improper conduct," was to be strictly enforced "under pain of expulsion." At the same time the price of board was said to be "lower than at any other public School in the Union." Because of public support through surveyors fees, the tuition was advertised as unusually low. The total "price of tuition and board," the latter to include washing and lodging, was "\$60 per annum."

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Despite these promising beginnings and inexpensive accommodations, the academy had a checkered existence. Surveyors fees were not readily and regularly paid and more than once it was necessary to force payments by court actions. The Academy seems to have suspended operations from 1809-16, and in the mid-twenties it petitioned the state for financial aid. Instead of granting this in the form of an appropriation, the general assembly on February 11, 1828, authorized the trustees to raise funds through a lottery and a committee was appointed to put it into operation.

As there is no available record of its report and as the trustees continued to petition for state aid, it is inferred that the lottery failed to raise the desired revenues. Meanwhile, the building was deteriorating and being subjected to mistreatment bordering on vandalism. This explains the board action of October, 1839, directing "Mr. Francis H. Pierpont to take possession of the Academy and occupy the same as a teacher." At the same time he was authorized to install "a suitable Grate and make such repairs as may be necessary."

This record indicates that the building used by Randolph Academy had fallen into decay and was no longer suited for the purpose for which it was erected. That is, perhaps, why the board of trustees in their February and June meetings, 1841, voted unanimous approval of a movement "to erect a new Academy" which the following year was incorporated as the "Northwestern Virginia Academy." At the same time they donated to the "new Academy" the lot on which the "old one" stood. Trustees signing these orders were David Davisson, Charles Lewis, Gideon D. Camden, William A. Harrison, Phineas Coplin, John Davis, Nathan Goff, Ezekiel Quillan, Richard W. Moore, James McCally, and Luther Haymond.

CHARLESTOWN (CHARLES TOWN), 1798

Charles Town Academy, Jefferson County, was the result of a movement launched in 1795 and sponsored by eighty-one contributors whose gifts aggregated 514 pounds and 18 shillings. Their primary purpose was to provide a seminary of learning for instruction in Latin and Greek but, in case of a demand, it might be expanded to include English, French, geography, astronomy, criticism, mathematics, and natural and moral philosophy. The first trustees were Philip Pendleton, Thomas Griggs, Thomas Rutherford, Sr., Gabriel Nourse, Christopher Collins, George Steptoe Washington, George Hite, Ferdinando Fairfax, George North, Edward Tiffin, Alexander White, and William Hill, but the act of incorporation substituted Elisha Boyd, John Dixon and Samuel Washington for Philip Pendleton, Christopher Collins, and George Steptoe Washington, respectively. Featuring its program by a declaration of intention to educate poor children free of cost, the Academy began its first session in 1798 under the principalship of William Hill, one of the trustees.

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On December 2, 1813, the trustees of Charles Town Academy announced through the *Martinsburg Gazette* that a late arrangement made it possible to accept additional students. The pupils were then divided into three classes: First, those studying "the Greek and Latin languages, Surveying, Euclid's Elements, Rhetoric, and Natural and Moral Science"; Second, those studying English grammar, geography, "uses of the Globes", history, composition, and elocution; and Third, those "engaged in the acquisition of the minor branches of an English Education". Tuitions were: First class, \$25 per annum; second class, \$20; and third class, \$15. Boarding could be had "on moderate terms".

In 1828 the Charles Town Academy was active under the principalship of the Rev. Alex. Jones and a number of assistants employed for the purpose of expanding the benefits, particularly with respect to the "English Education". They were however concerned with preparing students for college and for "mechanical and mercantile pursuits". Only the best "School Books" were used. "Constant board", including washing and firewood, cost \$62.50 per session of five and one-half months and \$40 for those who went home on Fridays. Tuition for a like period was \$15 for the languages, \$10 for the higher branches of the "English Education", and \$8.375 for the common branches.

In 1835 the Academy was still active under direction of the Rev. Jones, but the tuition had advanced to \$25 per session for all students. The cost of boarding to constant students was \$100 per year and \$75 for neighborhood students. All were requested to enroll for the entire year. The extra curricular opportunities included use of "newly acquired globes, an orrery, geological specimens, mechanical powers, chemical utensils, air-pumps, an electrical machine, and other important and useful articles". Such advantages, it was claimed, could not be had in "more expensive and more distant schools".

Under the leadership of Andrew Hunter ownership and control of the Charles Town Academy was vested in a joint stock company incorporated by an act of the general assembly of March 15, 1836. Under this arrangement a "Female Department", in a building remote from the Academy, was opened in September, 1836, with Mrs. Trowin in charge. In addition to the usual branches of an English Education, she taught music, drawing, and painting. An associate teacher from Cambridge University, England, aided Joseph Boyden, Principal of the Academy, in preparing students for entrance to the University of Virginia. Despite these advantages, board was reduced to \$85 per year and the sessional tuition to \$20, but \$10 additional was charged for instruction in any of the languages. The Academy then functioned in close cooperation with a lyceum and was thus engaged in a form of adult education.

Except in the Civil War and during brief interims incident to changes in the principalship, the Charles Town Academy was active to

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1910 when its plant was merged with that of the local public free schools. Writing in 1895 of the influence of the Charleston Female Academy, Joseph McMurrin said, "It has sent forth educated women to adorn any sphere in which women ought to move". At the same time he claimed that "the great State of Ohio" owed much to Charles Town Academy for its part or influence in training four of her governors, namely: Dr. Edward Tiffin, Thomas Worthington, Jeremiah Morrow, and Robert Lucas.

BROOKE, 1798

On January 10, 1799, Joseph Doddridge, Philip Doddridge, and seven other "gentlemen" were "constituted a body politic and corporate, by the name of Trustees of Brooke Academy", located in Charlestown, now Wellsburg, Brooke County, on lots Nos. 298 and 299 of the Charles Prather Plot. An academy had functioned on that site since in 1798, and the incorporating act was in response to a request of the trustees to the general assembly asking that they be authorized to raise \$2,000 "by way of lottery" to cover the expenses of the new institution. Instead of granting this request, the general assembly authorized the trustees to receive subscriptions. These proving inadequate, the trustees, in 1800, presented a petition, in which they asked authority to levy a tax "on store licenses and also upon county seals and law processes in the counties of Ohio and Brooke" for the support of "our infant institution." This request was favorably reported out of committee, but it was rejected by the house of delegates.

Like others of its contemporaries, the "infant institution" struggled along until 1842, when it was awarded \$243.92 from the literary fund to enable it to compete with nearby "liberally endowed" schools in Ohio and in Pennsylvania. In 1843 it had a faculty of five members, including the president, and a student enrollment of about one hundred. By an act passed May 4, 1852 the trustees were authorized to transfer their property to Meade Collegiate Institute, of which the Rev. Samuel Tompkins of the Protestant Episcopal Church, was then president.⁴ This venture failed however, and on February 6, 1862 the general assembly of the Reorganized Government of Virginia repealed the act of 1852 and revived Brooke Academy and its board of trustees. They were authorized not only to revive the former Academy but also to establish a female seminary adjacent to or near it. Neither of these plans materialized, and the academy building was used for a time for a select school. It was sold in 1865 and converted into a residence.

LEWISBURG, 1812

The date of the founding of this school is not definitely known, but it seems to have been shortly after the Rev. John McElhenney became pastor of the Old Stone Church in Lewisburg, Greenbrier County, in

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1808. Tradition has it that he commenced the Academy building in 1810; its board of trustees was incorporated on January 29, 1812;^s and the building may have been completed in the fall of that year. It was a brick structure, the first in Lewisburg, about 60 by 40 feet with four old-fashioned chimneys, two at each end. The building was used for both classroom and dormitory purposes.

Something of the wide appeal of this institution is indicated by the fact that its trustees represented eight counties: Greenbrier, Botetourt, Bath, Giles, Monroe, Kanawha, Mason, and Cabell. At the time of its establishment it was the only school of its kind for the entire New River-Kanawha region west of the Alleghenies. Its campus was said to have extended from the Potomac to the Ohio rivers. From the outset, it was under control of the Presbyterian Church.

The Rev. McElhenney was the first and for a time the only teacher, but he gave up teaching in 1827 to devote his time to the Christian ministry. Among later leaders who acknowledged his influence on their lives were Dr. Henry Ruffner, President of Washington College, now Washington and Lee University; the Rev. John E. Linn, a noted Methodist Episcopal minister of the Middle West; William S. Plumer, editor of the *Watchman of the South*; the Rev. John Shuck, a Baptist missionary; and the Rev. John Steel of Monroe County, who from 1831 to 1834 was the principal.

As early as 1824, and perhaps earlier, students of Lewisburg Academy were playing baseball, but their favorite sport was bandy which was played with clubs somewhat like hockey. Most of the extra-curricular activities were however literary programs and dramatic exhibitions. Among plays presented was Goldsmith's "She Stoops to Conquer."

As chairman of the board of trustees until 1860 and a resident of Lewisburg until his death, Dr. McElhenney kept in touch with academy affairs until the end. With his daughter, Miss Sue E. McElhenney, as principal, he tried in vain to keep the school active during the Civil War. It was reopened in 1865 under the joint principalship of the Rev. John Calvin Barr, pastor of the Old Stone Church, and Walter C. Preston, and, following a precarious existence under a number of principals, was in 1874, given to the trustees of Lewisburg Female Institute which later became Greenbrier College.

Principals of the Lewisburg Academy, in the order of their succession to Dr. McElhenney prior to 1860, were the Rev. Francis Dutton a graduate of Yale, who served until 1829; Nicholas B. Seabrook (1829-30); Richard W. Henry (1830-31); John Steel (1831-34); Jacob N. Cardozo (1834-39), the first Southern to have charge; Ephriem Tripp (1839-41), also a Southerner as were his assistants, the Misses Elizabeth and Sallie Ives; Thomas Brown (1840-43), an Englishman who came by way of the North and brought the school to its highest state of efficiency; Albert

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Pierson (1843-45), a graduate of Princeton; the Rev. Joseph Brown (1845-47), of Rockbridge County, Virginia, a popular schoolman; R. T. W. Duke, (1849-51); the Rev. Philander M. Custer (1852-60), who served longer than any other head, except Dr. McElhenney. The most revealing feature of this data was perhaps the trend to Southern control in the thirties and the swing to the South, when the sectional strife resulting in civil war became acute. But the Academy attained the peak of its usefulness under Northern influences.

MONONGALIA, 1814

Morgantown, Monongalia County, was an educational center almost from its beginnings. It was there that trustees met in 1788 and chose Clarksburg, Harrison County, as the site of Randolph Academy which had been established for the accommodation of northwest Virginia. In 1792 Bishop Francis Asbury preached in the Morgantown "academical church." In 1803 resident leaders began the construction of a one-story brick school house for use of the "Town and the adjacent Settlement." In 1812 Colonel John Evans imported a tutor from Loudoun County, Virginia, to teach his sons. "The Stock Holders of the Morgan Town Circulating Library" having established a library consisting of "a number of valuable and well chosen books," on November 15, 1814 it was incorporated by an act of the general assembly, and, beginning in 1813, the Buffaloe Creek Farmers' Library Company, the oldest organization of its kind in present West Virginia, met annually in Morgantown on the first court day in October.

The resulting interest was doubtless the background of a request for a charter for Monongalia Academy. The incorporating act of November 29, 1814 allocated to the proposed academy one-sixth of all surveyors fees collected in Monongalia County, which since 1787 had been paid to Randolph Academy in Harrison County. It also authorized the collection of tuitions and vested the management and control in a board of ten trustees. They were Thomas Wilson, Augustus Wernenger, John Evans, Jr., Ralph Berkshire, Enos Daugherty, John Shisler, Rawley Evans, George Dorsey, James Scott, and Dudley Evans.

As a brick building, located at the southeast corner of present Willey and Spruce streets and used since 1803 as a common school, was available, Monongalia Academy became active soon after it was established. Something of its activity is indicated by the following excerpt from an advertisement in *The Monongalia Spectator* for March 9, 1816: "The Tutor of said Academy shall attend to the instruction of about twenty-five scholars in the several branches usually taught in the schools and academies, for which the Trustees of said Academy will pay said Tutor four hundred dollars per annum, by quarterly installments." The minutes of the trustees proceedings for the next ensuing ten years have been lost,

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but there is evidence of the school's activity during all or most of that time. Among such evidence is a trustee's minute for 1827 ordering payment to Ashbel G. Fairchild for teaching done in 1821.

With the proceeds of a lottery venture aggregating about \$8,000 the Academy took on new life in 1827, as indicated by the fact that the trustees were then looking for a new site and planning to erect a larger building. After some delay in which a number of sites were considered, that of the present Morgantown Central and Junior High schools was purchased in 1828 and "a large edifice" was completed there in 1829. Under the principalship of Jonathan R. Haddock the Academy was moved to the new location in 1830, but for sometime thereafter the trustees seem to have been more interested in augmenting their funds from the sale of lottery tickets than from effective teaching and curriculums. Success in lottery ventures led to abuses, as a result of which the trustees were indicted in 1840.



MONONGALIA ACADEMY, 1829-1897

Removal of the Academy was announced in a prospectus, copies of which were "struck in form of hand bills, for circulation throughout the country." As thus advertised, the school functioned under the management of a "principal teacher" with as many assistant teachers as the trustees deemed necessary. The students were divided into the following groups:

First class: Reading, Arithmetic, English Grammar and Geography.

Second class: Spelling, Reading, Writing and Arithmetic through division.

Third class: Spelling and Reading.

Fourth class: Greek, Latin, French, one class in each language.

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Fifth class: Moral and Intellectual Philosophy.

Sixth class: Algebra, Rhetoric and History.

Seventh class: Natural Philosophy and Geography.

Eighth class: Mathematics and English Grammar.

Ninth class: Surveying and Navigation.

Tenth class: Algebra.

"Regulations for the government of Monongalia Academy" denied admission to persons who could not read and write. Noisy conduct and obscene language were forbidden "in the building", and students were not permitted to send or to accept challenges to fight duels or to act as seconds in duels. Gaming, "*habitual* intoxication", use of profane language, and other gross offenses were forbidden under penalty of expulsion, and class records were reported regularly to the trustees. Teachers were expected to use corporal punishment, but, beginning in 1856, they were requested to "discontinue use of the cowhide as degrading."

In November, 1849, the trustees authorized the purchase of a bell at a cost not to exceed \$100, and from time to time, beginning in 1850, they seriously considered converting the Academy into a college. These aspirations afford a possible explanation for the request, sent that year to each teacher, that they give more attention to their classroom exercises. Possibly to the same end, an order of 1851 directed that cattle, except the cow belonging to the principal, be not permitted to graze on the Academy lot.

Inasmuch as the proceeds of the lottery conducted in behalf of the Academy were adequate to effect its removal to a better site, the trustees, in 1827, decided to use the Old Academy building site for "the education of females." The proposed school was to be operated as a department of the boy's Academy, but to be separate and distinct from it. The trustees doubted however their authority to make such uses of their property or to sell it and divert the proceeds to such uses. Consequently, they petitioned the general assembly for authority to sell the old site and building and to divert the proceeds to the proposed school. By an act of March 23, 1831 the request was granted; soon thereafter the old site and building were sold; and on December 3, 1832 Elizabeth Morgan, wife of Zackquill Morgan, Jr., deeded the trustees Lot 113 located at the northwest intersection of present Fayette Street, formerly Bumbo Lane, and Chestnut Street, formerly Long or Middle Alley, as a site for the proposed school. The sales price to the trustees was fifty dollars.

Beginning in 1833 the "Morgantown Female Academy" was active for several years. It seems however to have been a struggling institution as indicated by the fact that funds were diverted to it from time to time from the treasury of the boy's Academy. In 1837 the Female Academy was allocated \$250 from Monongalia County's share of the literary fund. For reasons not clear from the available records the girl's school was detached

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from the boy's school by a legislature act of January 30, 1839, which established the "Morgantown Female Academy" and vested the government and control in a board of trustees composed largely of members of the local Methodist Episcopal Church. For some years thereafter the school was known as "Whitehall Female Seminary."

The quarters of the Female Academy were enlarged in 1843, and nine years later they were moved to a new site at the northwest corner of High and Foundry streets. Had the Rev. Gordon Battelle, an experienced educator and a leader among the Methodists, accepted the principalship of the Female Academy when it was offered to him in 1853, he doubtless would, as desired by Trustee Waitman T. Willey, have developed it into a popular church sponsored institution. In the absence of effective leadership the school was however a struggling institution, sometimes referred to as the "Methodist Seminary." Establishment in 1858 of nearby Woodburn Female Seminary under Presbyterian influences stimulated the Methodists to their best endeavors. Among other things, they sponsored an act of the general assembly of March 21, 1860 changing the name of the "Morgantown Female Academy" to the "Morgantown Female Collegiate Institute." As such, it was active during and beyond the Civil War and on memorial and other patriotic occasions was a rallying point for pro-Union enthusiasts.

Factional and sectarian rivalries having abated somewhat in the common efforts of Presbyterians and Methodists to establish a new state and a land-grant college, Mrs. James R. Moore, widow of the Rev. James R. Moore, purchased the Female Collegiate Institute and changed its name to the "Morgantown Female Seminary." As such it was active under her direction from April 14, 1869 to May, 1889, when the building was destroyed by "the biggest fire in Town since the Woodburn fire of January 25, 1873."

For more than a decade prior to the destruction of the Female Seminary building it had been the rallying point of sponsors of a movement to make the University coeducational, who sometimes spiked their arguments for such a policy with emotional reminders of the fact that the site of the University had originally been used for a girl's school. Under the circumstances, plus the trend to coeducation, some of them claimed that "the fire of uncertain and mysterious origin" that destroyed the Seminary building, was a blessing in disguise. In less than one month thereafter most of the schools of the University were opened to women.

Monongalia Academy had meanwhile become one of the best schools in the West. This was the work of the Rev. James R. Moore who, after leaving the ministry of the Presbyterian church because of a bronchial affliction, was, on June 24, 1852, elected to the principalship of the Academy and soon developed it into a first class secondary school. In this he was aided by the completion in 1853 of the Baltimore and Ohio Railroad

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between Cumberland, Maryland, and Wheeling, Virginia. By the use of turnpikes and roads intersecting the railroad the Morgantown schools were made more readily accessible to a large patronage area.

In response to the improved opportunities Principal Moore advanced the standards of his school; new books were added to the library; and in 1854 quarters were provided in the Academy building for the Monongalia and the Columbian literary societies. As a result, the Academy enrollment jumped to 176, representing fourteen states, and the principal was given an assistant in the person of a Mr. Mitchell who served in that capacity a short time and was succeeded by A. W. Lorentz, who later became a professor in West Virginia University. With his aid the Rev. Moore directed the policies of the Academy to near his death, December 12, 1864. He was succeeded in the principalship by the Rev. W. W. Laverty who conducted the school until his death in the autumn of 1865, when the Rev. John Work Scott, Principal of Grove Academy, Steubenville, Ohio (1837-47) and of Linsly Institute (1847-52) and President of Washington (Pa.) College (1853-65), became principal. He was serving in that capacity when the Academy was given to the State of West Virginia to become a part of the Agricultural College of West Virginia.⁶

WHEELING LANCASTRIAN, 1814

The Wheeling Lancastrian Academy had its origin in a bequest by Noah Linsly, made on condition that the instruction should be "according to the Lancastrian system and plan of Education." This system had its origin in England and was then in use there, in eastern Virginia, and in other parts of the United States. It utilized play in the learning process which was directed by monitors.

Because of a common interest in the Lancastrian plan, the Linsly bequest appealed to its executors, Noah Zane and Samuel Sprigg. In keeping with their trust, they applied to the general assembly for authority to execute it. The request was granted on October 10, 1814 by a charter of incorporation, and on May 25, 1815 the trustees held their first meeting. They were Noah Zane (chairman), William Chapline, Jr., (secretary), Samuel Sprigg, John Good, Archibald Wood, James Harvey, Daniel Smith, Jesse Edgington, Joseph Caldwell, James H. Relfe, Josiah Updegraff, George Knox, William Irwin, Alexander Caldwell, and Salathiel Curtis. Thomas Woods, the first treasurer, was elected a trustee in 1816, and on June 3, 1819 Lawrence A. Washington, nephew of George Washington, who had moved from his farm at present Red House, Putnam County, West Virginia, to a farm near Wheeling, was elected a trustee and served in that capacity about two years. Many other prominent residents of Wheeling and vicinity served in the same capacity from time to time.

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Sufficient funds having become available, the first concern of the trustees was for a suitable building. As completed in 1820, it was a two-story brick structure, 66 by 33 feet, located on Chapline Street just north of Thirteenth Street alley.

The school opened in 1820 under the principalship of John F. Truax who received a salary of \$100 per quarter from the Linsly fund and was permitted to collect one dollar per quarter additional from each pay pupil. As the school was established primarily for the benefit of the indigent poor, the salary was to cover the cost of educating such "worthy poor" children as the trustees might approve. The Academy was thus not a free school, as has been claimed, and certainly not "the first free school in the South."

Soon after Truax opened his school Albert Picket and William Robinson were permitted to use the two rooms on the second floor for schools of their own, but they were each asked to vacate in 1822. In April, 1827 Truax was succeeded in the principalship by Daniel Deady who, after a year or two, gave way to Alexander Magee who was succeeded in September, 1830, by Thomas S. Lees, the poet. Three years later the trustees were in search of a "suitable teacher" but more concerned about repairs to the academy building to "assure its preservation." Although Charles B. Stickney opened a night school in the academy building in August, 1835, the trustees, as indicated by their failure to meet and keep a record of their activities, had lost interest.

This turn of events has been attributed to alleged unpopularity of the Lancastrian method, but interested parties, either out of respect for Noah Linsly or because they thought the experiment should be continued, refused to abandon it. "As guardians of the interests of the county," the grand jurors in 1837 brought the alleged derelictions of the trustees to "the notice of the Honorable Court" and charged them with "total neglect of a proper disposition and management of the institution." Alleging that "the benevolent and very charitable bequest of the late highly respected Noah Linsly" was a matter of general concern to the people of Ohio County, the jurors asked the court to direct the trustees to reorganize and to take the necessary and proper steps to remove the stigma which their negligence had imposed, and to prevent "so benevolent a bequest" from being forfeited.⁷

These proddings were unavailing however, but the "benevolent bequest" was not forfeited. Instead, it continued to grow and the lots owned by the Academy increased in value. Moreover, those who had appropriated its funds for their own uses through loans, had died. Under these circumstances the trustees reorganized in September, 1845 with John McLure as president and John List as secretary. Under direction of the court they then filled the vacancies in the governing board; collected the debts, some of them of long standing, due the Academy; and reopened it to pupils.

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The first principal under the new regime was James McBurnie who was succeeded in September, 1847 by the Rev. John Work Scott, who had been principal of Grove Academy, Steubenville, Ohio, since 1837. The school prospered under his direction, and a committee, appointed in 1848 "to attend the examination of the pupils", reported in the following year that it was "highly gratified with the progress exhibited . . . and with the general order and discipline of the school."

The Rev. Scott resigned the principalship in December, 1852, but the Academy continued to prosper under his successors. From December, 1852, to June, 1854, William Harvey and James C. Orr were joint principals. They were followed in turn by James C. Orr, June, 1854-1859; James Paull, February, 1859-October, 1862; the Rev. R. V. Dodge, November, 1862-May 1, 1864; and I. F. Jones, August, 1864-1875. While a new building was in process of construction in 1858-59 and during the years it was occupied by the West Virginia Legislature, May 1, 1864 to April 1, 1870 and May 23, 1875 to December 4, 1876, classes met in rented rooms. During the latter period the Odd Fellows hall was used, but the principal was required to pay one-half the rent, and that too despite the fact that the state was paying one thousand dollars annually for the use of the academy building.

The new building, costing about \$8,000, was located on Fifth and Center, present Chapline, streets. It was erected from funds received from a part of the realty on Market and Thirteenth streets and from debts owed the Academy. Plans for the removal were first made in 1854, but the contract was not let until May, 1858. The remains of Noah Linsly had meanwhile been disinterred (1851) and reinterred in an academy owned lot in Mount Wood's Cemetery. In December, 1856 the trustees appropriated \$250 to be used for the erection of a monument over his remains.

In its new location and new building the Academy became "a money-making business of teachers" and "a benefit of the rich." In behalf of "many of the citizens of Wheeling" John McLure made allegations to that effect and asked the general assembly of the Reorganized Government of Virginia to appoint a committee to examine the character and design of the donor with a view to determining whether or not the tuition fees were not too high and whether or not the charter was being violated. Incidentally, he called attention to the fact that the school had been established primarily for the education of poor children.

ROMNEY, ROMNEY CLASSICAL INSTITUTE, AND POTOMAC SEMINARY

As residents of the South Branch Valley and vicinity had "already" erected a stone building in the town of Romney "for the purpose of education", the general assembly on February 11, 1818, vested ownership

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thereto in a petitioning group of trustees and authorized them to use the building and site as proposed. Under the principalship of Dr. Henry Johnston, a scholarly Englishman, the resulting academy was soon in full operation. Prior to 1846, when it became the Romney Classical Institute, its activities were supervised by the Romney Literary Society, incorporated on January 3, 1823, but active since January 30, 1819, as the "Polemia Society of Romney." The library of this society, chartered in 1821, was the common workshop of the Literary Society and the Academy. In the course of ten years it had assembled several hundred volumes, including many of the best books on literature, science, and history.

In 1826 the Rev. Dr. William Henry Foote, a noted Presbyterian minister and educator, succeeded Dr. Johnston as principal of the Academy. Under the leadership of the former, who was principal to 1837, the Academy outgrew its quarters and a canvass was launched for funds to build new ones. In aid thereof the general assembly, in 1832, authorized the Literary Society, by use of a lottery or lotteries, to raise \$20,000 over a period of ten years. The contract for the new building was let in 1845. The results were so satisfactory that the Literary Society decided to change its program, and in aid thereof, the general assembly on December 12, 1846, authorized it to establish "at or near the town of Romney a seminary of learning for the instruction of youth in various branches of science and literature". In pursuance of this authority the Literary Society occupied its new quarters in 1846 and changed the name of the Academy to the "Romney Classical Institute." From the outset the new institution functioned under the principalship of Dr. Foote who since 1837 had been secretary of the Central Board of Foreign Missions of the Presbyterian Church. As such he traveled extensively and was thus able to collect the data for his later famous *Sketches of North Carolina* (1846) and his *Sketches of Northern Virginia* (1850, 1855).

Under the direction of Dr. Foote the Classical Institute offered courses, including theology, until 1849, when the Literary Society adopted a constitution and by-laws which vested the government of the Institute in the Society and also gave it authority to select teachers and fix their salaries. As this course was an unveiled criticism of Dr. Foote and as it involved also the question of sectarian and secular control, he resigned and established Potomac Seminary, a rival institution located just across the street from the site of the Classical Institute. Ownership of the new building was vested in the Seminary but on condition that its principal should be a Presbyterian and its government should be by the principal and the church. As a consequence, Romney had two flourishing educational institutions of secondary rank in 1860: Potomac Seminary, sponsored by Presbyterians, and the Classical Institute, sponsored by the Romney Literary Society, which had accumulated a library of almost 3,000 volumes. Indicative of his plans and purposes in this matter, Dr. Foote had in

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1845 established an academy in nearby Springfield, which ceased to function with the opening of Potomac Academy.

The future of these schools is informing with respect to educational trends to the Civil War and post-Civil War periods. With the beginning of hostilities the Romney Literary Society dispersed. It failed to function again until 1869 when it erected a hall for its uses at the corner of present Main and High Streets. The following year the Literary Society gave the building and site formerly used by the Classical Institute to the State of West Virginia on condition that the proposed schools for the deaf and the blind would be located there. Thus, the building completed by the Romney Literary Society in 1846 became the nucleus of the present plant used for that purpose.

Potomac Seminary, which also ceased to operate during the Civil War and for some time thereafter, reopened and was intermittently active under Presbyterian control as a graded school and an academy until July 24, 1919, when it was purchased by West Virginia in pursuit of a policy to separate completely the schools for the deaf and the blind. This purchase included also five and one-quarter acres of surrounding land. The old Seminary Building was then reconditioned and in 1922 was occupied for its present uses.⁸

MERCER, 1818

"A number of the inhabitants in the county of Kanawha" having procured by voluntary contributions "a suitable lot of ground in the town of Charleston" and having erected thereon "a convenient and suitable edifice for the laudable purpose of educating the youth of the county," the general assembly, on February 18, 1818, constituted "the present trustees" a body politic authorized to own and operate Mercer Academy. Anticipating the establishment of a general system of education in the commonwealth, at the same time the assembly authorized the trustees to deed the academy lot and building either to the state or to the president and directors of the literary fund. With Henry Ruffner, a graduate of Lewisburg Academy, in charge the Academy was first opened to students in 1819. It was housed in a two-story brick building located near present Hale and Quarrier streets.

In 1823 Mercer Academy was active under the principalship of Herbert P. Gaines, an eccentric school teacher and lawyer from eastern Virginia, who in 1820 had established the *Kanawha Spectator*, Charleston's first newspaper. Modesty prevented Gaines from saying "just what he could and would do in the cause of Literature," but he published his intention to offer instruction in English grammar, arithmetic, bookkeeping, Euclid's elements, surveying, navigation, logic, rhetoric, history, algebra, moral philosophy, and economy. He proposed also to offer courses in law, either for those who wished to become barristers or for those who wished merely

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to complete their education. In either case, the method of instruction was to be "precisely" that then used in William and Mary College. Moreover, he indicated that courses in Latin and Greek would be offered, if the patronage justified them.

Although the Academy had a primary department in 1823, it was, as revealed in its proposed course of instruction, a pioneer "log college" of first quality. With the assistance of Isaac Reaburn, who came highly recommended for his moral character and literary attainments, instruction in "the Latin, Greek and French languages" was offered in the 1823-24 session. With a curriculum equal to that of the best colleges of the time Principal Gaines considered his school deserving of patronage. He relied also upon the concern of his "subscribers" for the future welfare of their offspring and for the "reputation of Western Virginia." With board available at \$1.25 to \$1.50 per week in the town and vicinity and "subscribers" ready to provide the Academy with a stove and fuel, in case the trustees failed to provide them, success seemed assured.

Under direction of Principal Gaines the Academy functioned in close cooperation with the Charleston Library and the first Charleston newspapers. William Whitteker having resigned as librarian, on July 1, 1822, a committee named Mason Campbell to succeed him, and Campbell at once moved the library to his private office. Presumably for the purpose of making it possible for Principal Gaines to give his entire time to the Academy, the joint Gaines-Campbell ownership and editorship of the *Kanawha Spectator* was dissolved and Campbell changed the name of the newspaper to *Western Courier*, the first issue of which appeared on June 1, 1822.

In 1826 the Academy was active under the joint direction of Jacob Rand and Hiram Howe who informed the "Publick" that the 1826-27 session would open on October 30 and of their intention to "render the Academy as respectable as any in the Western Country." One of the teachers was a recent graduate of Ohio University at Athens, and it was announced that he would train "young gentlemen" who wished to prepare themselves to enter that institution. Instruction was in reading and writing at a tuition charge of \$8 per session; in English grammar, geography, arithmetic, composition and elocution at \$10; and in history, natural philosophy, chemistry, and mathematics, "together with the Languages and other collegiate branches," at \$12. Boarding charges, "including Table Fare, Lodging, Washing, etc." were \$2.75 per week in private homes and \$3.00 in "public houses" with deductions by each for Saturday and Sunday absences."

Though the Academy was never formally under control of the Presbyterian Church, it supplied most of the teachers, and the Charleston congregation contributed to its support. In 1829 David Ruffner gave the "Society of Presbyterians" a lot adjoining that on which the Academy

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building was located. Years later Ruffner heirs tried to recover the lot and the Academy trustees sued to retain it. The gift was thus presumably for the uses of the Academy. For some time the Academy building was used as a place of worship and a community center. For twelve years following 1819 it was the only place in Charleston where more than fifty persons could be seated comfortably. On July 4, 1826, the Hon. George W. Summers made his famous Fourth of July oration in the upper hall.

In 1840 Mercer Academy received an allocation from the literary fund, which was not renewed because of the "exigencies of the poor." It remained active however and sometime in the 1850's Daniel Lewis Ruffner, brother of W. H. Ruffner, became principal. Among the enrollees in 1857 was one Milton Humphreys who later improvised indirect artillery firing and became a famous professor in the University of Virginia. The Academy was active until 1862 when the building was taken over by combatant Federals for use as a storage place for supplies. It was burned on September 12, 1862, in the battle between the forces of General J. A. J. Lightburn, Federal, and General W. W. Loring, Confederate, for the possession of Charleston and was not rebuilt, but the name of the Academy was commemorated in present Mercer School of the Kanawha County system.

MARTINSBURG, 1822

Although Martinsburg Academy was not incorporated until January 8, 1822, it was active for a decade or more prior thereto. It may indeed have been an outgrowth of the grammar school maintained there in 1791 by John McCormick for instruction in the Latin and the Greek languages after the method then used in Dickinson College, Carlisle, Pennsylvania. Whatever the facts in this matter, the trustees of Martinsburg Academy, on January 21, 1811, opened a school in "a convenient room of the house" then occupied by William Riddle, Esq., in Martinsburg. Instruction "in the Latin and Greek languages, with such other branches of learning as are usually taught in public seminaries" was by the Rev. John B. Hoge, who, together with the trustees, gave "great attention to the morals of the youths sent to the School". Inasmuch as the site of the school was airy and healthy and "genteel boarding" could be had on moderate terms, parents and guardians were requested to give their sons "a Liberal Education". The tuition was \$20 per annum, and each "scholar" was required to pay additional his "portion of the expenses of house rent and firewood."

In 1815 trustees of the Martinsburg Academy were appointed trustees of Martinsburg Female Academy. Having engaged "the Rev. W. N. Scott . . . who came highly recommended", they announced that the Female Academy would open on May 8, 1815, that the number of pupils would be limited temporarily to 35, and that the tuition and board would be as low or lower than that of any "female academy in Virginia".

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The Academy functioned through two annual sessions of about five and one half months duration, and the original program was adhered to, except as modified from time to time by the principals. At the end of his second year, Almon Shotwell, Principal from 1822 to September, 1827, urged the patrons and the public generally to attend the sessional examination as a means of judging at first hand the quality of his work. At the same time he indicated that "dues of long standing" should be paid. In a similar notice, his successor, A. S. Latta, in March, 1828, notified the patrons that he was "about to commence housekeeping" and that payment of half of their tuition money in advance "would be esteemed a favor". He resigned at the end of one year and was succeeded by James H. Wolfe who announced his intention to apply a method of instruction "founded on the recent and highly approved plan of mutual interrogation, or pupils their own instructors, with such interference of the teacher as regards the correction of errors". The probable results were indicated in an order of the trustees of August 20, 1829, announcing that they had engaged the services of Samuel M. Whann of the District of Columbia, "a gentleman" whom they believed qualified to conduct the Academy.

In 1828-29 the Female Academy was functioning under the principalship of J. W. Coit and offering instruction in all the most useful branches of "a female education". Under the heading "Female Academy" Mrs. Ann Little announced, in 1829, her intention to reopen her "Seminary for Young Ladies". Soon thereafter she associated with herself her sister who had recently arrived from England. Through her aid she offered instruction in painting in water colors and on velvet to "pupils" who were not regularly registered. In September, 1830, Catherine Webber opened the "Martinsburg Seminary for Young Girls", probably the former "Female Academy", in which she taught "all the branches appertaining to an English Education—also Needle Work, Embroidering, Painting, etc".

Taking their cues from the existing academies and from the cosmopolitan character of Martinsburg, other schools were active meanwhile, some of them during considerable periods. James Maxwell, a surveyor, maintained a night school in "the Stone School House". With help from his son, James Maxwell, Jr., the Night School was expanded into a day school, in which were taught spelling, reading, writing, arithmetic including "Vulgar and Decimal Fractions", "extraction of Square, Cube and Biquadrate Roots", mensuration, and plane geometry. The "Dancing School" opened in January, 1813, by J. A. Xaupi for teaching "the Ladies and Gentlemen of Martinsburg the most fashionable Dances", was active ten years later when the proprietor made "grateful acknowledgements" of liberal encouragement and informed his patrons that subscriptions for instruction might be left at "Mr. Comegy's Bar". "Professor" Xaupi was prepared to give also instruction in "Cotillion Parties and in Fencing". In 1827 Miss M. Sturm of Philadelphia opened a "Lace School", in

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which she taught the art of making Bobinet Lace and Trimming Lace "equal to the French manufacture."

Among still other schools active for varying periods in the 1810's and 1820's was the "Nichol Writing School", organized in 1813 for teaching "Ladies and Gentlemen" in separate classes the "art of writing on a new elementary systematic plan". In May, 1823, Henry A. Byrne opened a "New School" in which the various branches of English Education and the Latin, Greek, and French languages were taught on the "most moderate terms". In March, 1825, Mrs. Ann Young solicited patronage for a school for "English Education", in which she proposed to teach reading, writing, English grammar, geography, and "different branches of Needlework". In August, 1825, James Goddard announced that pupils under his superintendence would be examined and invited parents and others to attend the exercise. In September, 1825, Jesse Myers was conducting a night school on Queen Street. In April, 1828, George King of Georgia opened "A Female School" located at the intersection of Queen and John streets. In September, 1828, Benj. Pendleton began the second session of the Rock Hill School near Martinsburg, where he taught the various branches of English and polite literature.

Throughout the 1810's and 1820's there were several educational by-products. For instance, from time to time persons advertised for situations as teachers, and parents and guardians sought teachers who came "well recommended". James Brown's Book Store, in Shepherdstown to 1823 and thereafter in Charles Town, supplied Martinsburg and vicinity with "School Books". There was a public library of about 1,000 volumes in Martinsburg, which, as announced in 1832 by Jacob Doll, Librarian, were moved "to the room above Mr. Smith's Store."

Martinsburg Academy seems to have attained the height of its usefulness under the principalship of Samuel M. Whann, which extended from September, 1829, through 1835-36. At the end of his second year the trustees congratulated themselves on having found "so competent a teacher". The fact that some of his graduates had entered college with junior standing and made good was especially gratifying. An environment comparatively free from "enticements to dissipation" had contributed to the principal's success. Moreover, board was cheap. In 1832-33, the tuition was \$12.50 per session of five and one-half months in the classical branches and \$10 in English. In 1834 the trustees claimed that no similar school offered greater advantages.

Whether significant or not, there was a slump in educational activities in Martinsburg with the exit of Principal Whann. Exigencies of the Panic of 1837 were doubtless contributing factors. Whatever the cause, the Academy became inactive and the building was used temporarily by others, notably the Rev. Peyton Harrison for the short-lived school which he opened in 1837. Because of lack of "encouragement" in the form of

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payment of overdue tuitions, Miss Webber closed the "Seminary for Young Ladies". Moreover, the extensive and unprecedented advertising in *The Gazette* of nearby academies and seminaries, particularly those in Winchester and Staunton, Virginia, and in Frederick, Maryland, indicates that Martinsburg youth were then going elsewhere for their education.

On the other hand, the adverse economic condition of the 1830's and the temporary suspensions of regular schools were inducements to would-be educators to keep the torch of learning burning in Martinsburg and incidentally to sustain their own finances. Consequently several new schools, most of which were vocational and short lived, were established. Among them were: Frederica Schwartz's Sewing School, opened in March, 1834; Wm. Young's English School, opened about the same time; and George M. Wilson's Night School, opened in 1837. In September, 1837, Mrs. Ann Little returned to Martinsburg and reopened her Seminary for Young Ladies which, two years later, was placing chief emphasis on the "useful branches of learning". In 1838, J. G. Shepperson invited patrons and trustees to visit the annual examination of his school.

Because of the economic situation, establishment of the St. Vincent Benevolent School by the Rt. Rev. Richard Vincent Whelan in 1838 is significant. This school was under direction of Sisters of Charity, and day students were charged only for firewood, pens, paper, ink, etc. Boarding students were received however and charged \$90 annually for tuition paid quarterly in advance. Persons of any religious sect were permitted to enroll.

With the election of Norman Miller, an A. B. graduate of Jefferson College, the trustees of Martinsburg Academy, in 1839, "at last" found a principal who "could fulfil their wishes in reestablishing this valuable School". In response to the changed situation the Academy Trustees urged the parents and guardians of "this wealthy and improving community" to educate their children "to take such stations in society as the free citizens of a free country ought to occupy". In the course of the year an elementary department was added and the tuition in the classical department was increased from \$15 to \$20 for those taking French. At the same time the school commissioners of Berkeley County allotted to the Martinsburg Academy \$100 from their share of the literary fund and promised to increase the allotment to \$200 in 1840. Incidentally, President Pendleton of the trustees disclosed a chief reason for the lack of greater progress in education in Martinsburg in his admission of "culpable negligence" in his failure to make the required report for an institution receiving aid from the literary fund.

In September, 1841, J. T. Bonsal succeeded Norman Miller as the Principal of the Martinsburg Academy and in the course of the ensuing four years experienced declining interest and indifferent support. A probable cause of his resignation to accept a position elsewhere was revealed in

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an editorial of *The Gazette* for April 10, 1845, which said "the spirit which formerly animated this community upon the subject of education has completely died away". Recalling the time when fifty to sixty Martinsburg youth were engaged in pursuit of the classics, the editor urged the trustees of the Academy to take energetic measures for the establishment of a permanent academy or high school that would "attract the attention and secure the patronage of an enlightened public." The lassitude into which the Martinsburg area had fallen with respect to education was further revealed in an advertisement in *The Gazette* for December 5, 1844, in which Chas. J. Faulkner announced his intention to sell at public auction "that rare and valuable collection" of about 1,000 volumes belonging to the "Martinsburg Library Company".

Under these conditions the Academy again became a struggling institution with principals coming and going in rapid succession. In May, 1845, Archibald Cary, Esq., relinquished the practice of law to accept the principalship, but he resigned in August, 1846. He was succeeded by Geo. Alex. Porterfield, a graduate of Virginia Military Institute, who resigned in December, 1846, to enlist for active service in the War with Mexico, and was succeeded in January, 1847, by Henry J. Foster, Esq. Principal Foster resigned unexpectedly before the end of the year and the trustees offered the principalship to J. Worthington Smith, M. A., President of the Masonic College, Missouri, and former Principal of Kalorama Seminary, Staunton, Virginia, whose reputation as a good teacher was "coextensive with the State of Virginia", but the available records do not indicate his acceptance. As a consequence the Academy again became inactive under its trustees, but the building may have been used from time to time by others.

As in other periods of inactivity of the older educational institutions in Martinsburg, new ones were active temporarily. Among them were: The Female Seminary opened in September, 1845, by the Rev. John Boggs; Mary Susan Little's School opened in September, 1846, and organized after the pattern of the school formerly conducted in Martinsburg by her mother, Mrs. Ann Little; the Classical School, opened in September, 1847, by the Rev. Mr. Love; the Berkeley Seminary, opened in 1849 by Samuel R. Stewart; Mrs. Moore's School, established in 1850; Norbonne Hall, a boarding and day school established in 1851 by Mrs. Jane R. Codwise; Mrs. C. S. Armstrong's School for Girls, established in September, 1852; and the Valley Institute, opened in September, 1853, by John E. Norris and John Weller.

Motivated doubtless by the revived and sustained interest in education, the trustees of the Male Academy remodeled it after the plan of the Baltimore, Maryland, and the Winchester, Virginia, high schools and reopened it in September, 1853, under the principalship of Thomas A. Beeker who resigned at the end of one session and was succeeded by

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Chas. E. Fahnestock. About the same time Caroline F. Miller took charge of the reorganized Berkeley Female Seminary, and M. G. Webster established Webster Institute. In 1855 Martinsburg had four schools of secondary rank: The Academy in charge of Chas. E. Fahnestock; Mrs. C. S. Armstrong's School for Girls; Webster Institute, owned and directed by M. G. Webster; and Berkeley Female Seminary in charge of Mrs. W. S. Stetson, successor to Caroline F. Miller. With such schools in their midst *The Gazette* claimed editorially that parents did not need to send their children away from Martinsburg to educate them. During the ensuing five years Martinsburg was in fact the most important educational center in that part of Virginia that became West Virginia.

WEST LIBERTY, 1837

West Liberty Academy seems to have had its remote origin in a subscription or private school taught there in 1800 by Thomas Ewing, "an itinerant cobbler who mended shoes for a living and kept school for his board." As a private enterprise this school was kept alive by other itinerants until it developed into a regular common school. With the arrival in 1837 of the Rev. Nathan Shotwell to be pastor of the Presbyterian Church, he, after the manner of Presbyterian preachers and scholars, organized the resulting school interest, and West Liberty Academy was chartered by the general assembly on March 30, 1837 with the following trustees; John J. Jacob, Absalom Ridgley, John Waddle, William Bukey, John English, Josiah Morgan, George Pursell, James Johnston, and Otho Hedges.

With the Rev. Shotwell as principal the school opened the following year in his residence, later known as the "Doyle House." The total enrollment for the first session was sixty-five. The boys were taught by the Rev. Shotwell and the girls by his wife who was his only assistant. Although the school was co-educational, the boys and girls were taught separately. This practice established a tradition which was adhered to, in a modified form, until well into the present century.

In 1839 a brick structure was erected for uses of the Academy, but it was destroyed by fire two years later and instructors and classes were forced to return to the Doyle House. The resulting indebtedness was not, however, so easily overcome. To relieve it the general assembly in 1844 authorized a loan of \$5,000 from the literary fund. This aid proving inadequate, the Academy was for sometime a struggling institution. With the departure of the Rev. Shotwell in 1854, its future was for a time in the balance; but the cultural traditions of the community asserted themselves, and "Academy Hall," which is still used, was erected in 1857 at a total cost of about \$30,000.

Influenced perhaps by the opportunities thus afforded, Andrew F. Ross, Professor of Ancient and Modern Languages in nearby Bethany

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College since 1840, took over the principalship in 1857. Under his energetic leadership, aided by A. W. Smiley, George Ross, and J. W. Bradbury, assistant teachers, the rehabilitated Academy was given a momentum which all but carried it through the Civil War. But the declining interest in and forced neglect of things educational in that period and in the Reconstruction again encumbered the Academy with debt. As a way out the trustees in 1867 sold the plant to the state for the accumulated indebtedness which amounted to about \$6,000. Under the principalship of Felix H. Crago the institution became active three years later as a branch of "The State Normal School."



WEST LIBERTY ACADEMY HALL, 1857

The catalogue of the West Liberty Academy for the year ending June 29, 1859 is informing regarding its entrance requirements, courses of study, "Miscellaneous Items", and general activities. Although not expressly stated, this source indicates that anyone who could read and write could enroll. As in the outset, boys and girls were taught in separate departments, each of which was divided into three classes: the primary, the junior, and the senior. For both boys and girls alike offerings in the primary class included reading, elocution, arithmetic, geography, and composition, grammar, and penmanship. Each group of the junior class

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pursued arithmetic, grammar, geography, and composition to still higher levels and took up natural philosophy, algebra, psychology, and United States history, but the boys were required to begin Latin, whereas the girls began botany. Seniors, both boys and girls, continued with algebra, geography, and composition and began logic, philosophy, general history, geometry, trigonometry and astronomy; but the boys tended to specialize in Latin and Greek, whereas the girls specialized in natural history, music and modern languages. For both boys and girls the courses of study for the senior classes contained subjects found today only in classical colleges and graduate schools.

MARSHALL, 1838

Marshall Academy, named for John Marshall, Chief Justice of the United States, was established in 1837 on the site of present Huntington by a resident group of Presbyterian, Methodist, and Episcopalian laymen. Through efforts of John Laidley, prosecuting attorney of Cabell County from 1817 to 1860, the Academy was incorporated by an act of the Virginia General Assembly of March 13, 1838 with the following trustees: Benjamin Brown, Frederick G. L. Beuhring, James Gallaher, John Laidley, William Buffington, John Samuels, Richard Brown, Benjamin H. Smith, and George W. Summers. For the sum of \$40 they acquired the one-room Mount Hebron log church and subscription school and site and set about "to keep up a good school preparatory to entering college . . . and to prepare young men for teachers in the common schools of the country." With Isaac N. Peck as principal, the Academy was opened to students in the autumn of 1838.

After one year Peck was succeeded in the principalship by J. H. Patton who also served for one year. As indicated by the following advertisement, his successor was welcomed with high expectations: "The trustees of this institution have secured the services of Rev. A. E. Thom, who will superintend the entire school, and instruct personally in the classical department. From their knowledge of Mr. Thom's qualifications, they feel authorized to recommend it to the public as an institution worthy of patronage." At the same time the Academy was described as having "the advantage of a beautiful and healthy situation on the Ohio, in the midst of a moral and intelligent people, two miles from the village of Guyandotte, to which place there is a daily line of stages in the summer season, which runs through the region of the Virginia springs." The Academy being thus well established, the school commissioners of Cabell County allotted it \$189.65 from their share of the state literary fund for the year ending September 30, 1840. The Rev. Thom was principal for three years and was succeeded in 1843 by the Rev. J. B. Poage, a Princeton graduate, who remained seven years. His successors were W. B. McFarland (1850-53), Staunton Field (1853-54), and W. R. Boyer (1854-58).

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The Academy had meanwhile become involved in debt for authorized repairs and improvements to the building. Taking advantage of this situation in order to establish a rival institution to Northwestern Virginia Academy at Clarksburg, then under nominal control of the Methodist Episcopal Church, the Western Virginia Conference of the Methodist Episcopal Church, South, as the result of negotiations begun in 1850, purchased the Academy in 1857, and, by an act of the Virginia General Assembly of March 3, 1858, had it rechartered as Marshall College. To meet the indebtedness, the ministers concerned, including Bishop Pierce, subscribed a total of \$1,500 from their personal funds and to make sure of their purpose eleven of the twenty-one trustees of the reincorporated institution were ministers of the Southern church. Under their control and the presidency of Benjamin H. Thackston, the College was opened to students on August 22, 1859.¹⁰

The College was active under President Thackston, an honor graduate of Randolph-Macon College (Virginia) and a pulpit orator, into 1861, when it was sold to satisfy a court judgment for \$573.33 in behalf of W. R. Boyer, the last principal of the Academy, who, by the way, was a Presbyterian. For sometime thereafter the College was inactive, but on September 12, 1864, the plant, a four-room structure, and the site were sold to Mrs. Selina C. Mason, daughter of John W. Hite, for \$1,500. In this transaction Mrs. Mason acted in behalf of her father who was then denied suitor status in the courts because he could not take the required test oath, but all parties concerned were evidently working for the restoration of the College. To remove possible legal barriers to that end, the deed under which the Mount Hebron site was conveyed to the Academy having stipulated that it was to be used for educational purposes only, Mrs. Mason and her sister, Addie Hite, opened an elementary school in the College building, which was active until 1867 when it became the site of "the State Normal School."

The chief contributions of this institution prior to 1868 were, however, those of its academy stage. The *Kanawha Valley Star* (Charleston) for November 11, 1856, described it as "situated in a pleasant neighborhood, of easy access, on the Ohio River, two miles below the present town of Guyandotte, Cabell County." Although the following, from the same source, was evidently for advertising purposes, it contains elements of truth: "It [the Academy] has been in operation some twenty years or more and in that short period very many of its scholars have become prominent and leading men in the learned professions of law, physics, and divinity; and many of them have arisen to high official stations, civil and military, not only in Virginia, but also in other states of the Union."

NORTHWESTERN VIRGINIA, 1842

With an official board composed largely of former trustees of defunct Randolph Academy, Northwestern Virginia Academy, Clarksburg,

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Harrison County, was incorporated by an act of the Virginia General Assembly of March 26, 1842. In keeping with Jeffersonian practices of the time, the incorporating act provided "That no religious denomination shall at any time establish in connection with the said academy any theological school or professorship." Members of the Western Virginia Conference of the Methodist Episcopal Church having become interested in doing that very thing, the act was amended in 1843 so as to permit the election of ten additional trustees, all of whom were to be residents of Virginia and presumably Methodists.

The way having thus been opened as definitely as possible for the establishment of a Methodist controlled school in Western Virginia, the Academy was opened on October 1, 1843, under the principalship of the Rev. Gordon Battelle who, during the preceding year and perhaps longer, had been principal of Asbury Academy in Parkersburg. He served in the former capacity until 1851, when he was succeeded by his friend and co-worker, the Rev. Alexander Martin, later president of West Virginia University. The incorporating act of 1842, as amended in 1843, being open to legal objections, a group of residents of Harrison County, including the Rev. Martin and two other Methodist ministers, were incorporated in May, 1852, as the Educational Society of Western Virginia, which was permitted "to endow a professorship or professorships in such college, academy, or seminary of learning in Western Virginia, as they may select," provided it first obtained "the concurrence, approbation and consent of two-thirds of all the trustees of such college, academy, or seminary of learning." But their efforts "encountered difficulties," seemingly insuperable, and in 1854 the Rev. Martin resigned the principalship of the Academy to become the pastor of the Methodist Episcopal Church in Moundsville.

The Rev. Martin was succeeded in the principalship by the Rev. Richard A. Arthur (Methodist) who served until 1857 when he too resigned. As the trustees were meanwhile beset by still greater difficulties, they were unable at once to find a successor to the Rev. Arthur, and both the Educational Society of Western Virginia and the West Virginia Conference of the Methodist Episcopal Church (organized in 1846) temporarily shifted their sponsorship and support to the Fairmont Male and Female Seminary, established in 1856 by the Rev. William Ryland White of the Baltimore Conference of the Methodist Episcopal Church and incorporated by an act of the Virginia General Assembly of March 12, 1856. The Seminary charter was free from the usual sectarian inhibitions and thus opened a way to the desired "Northern" Methodist controlled school. The desire to use this opportunity was kept alive by the increasing intenseness of the strife between the North and the South and by the success of the "Southern" Methodists in acquiring Marshall Academy, Cabell County, and in 1858 converting it into Marshall College.

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Under these conditions, both the "Northern" Methodists and the Educational Society of Western Virginia lost interest in Northwestern Virginia Academy, but it was reopened under other auspices and was active "ten months out of the year . . . till 1861 or 1862." During most of the Civil War the building, a two-story structure 71 by 44 feet surmounted by a cupola, was used as a soldiers' barracks, a prison, and a hospital by the Union Army. Following the war "the building was put in tolerable repair at a cost of about four or five thousand dollars" and reopened by a Conference-appointed board of trustees acting "in conjunction with the township commissioners of the district." The school was then under the principalship of the Rev. J. Conner, Methodist, and about 250 pupils were enrolled.

WHEELING FEMALE SEMINARY, 1848

In the same year (1848) that the Wheeling Athenaeum was incorporated for the purpose of promoting science, the Wheeling Female Seminary received legislative approval. As the purpose of the seminary was not stated in its charter, which was granted to stockholders, it was doubtless a business enterprise of the joint-stock variety. The promoters were Andrew P. Woods, Thomas Sweeney, John W. Gill, Sobieski Brady, E. W. Stephens, and "sundry others" but the management was vested in a self-perpetuating board of nine trustees appointed initially by the stockholders. No organization could be attempted, however, until 280 shares of stock at \$25 each had been subscribed. In no case could the value of the seminary plant exceed \$40,000.

Under the principalship of the Rev. D. W. Telford of Marietta, Ohio, the Seminary opened its doors in November, 1850, and was prosperous from the outset. His successor, Miss Sophronia B. Thompson, was succeeded in August, 1856, by Mrs. Sarah R. Hanna, Principal of the Washington (Pa.) Female Seminary, who divided her time between the two institutions until 1865. Following the Civil War, the Wheeling institution became involved in debt and was sold, but in a short time it was reorganized as Wheeling Female College. As such it was active until 1891 when the Woman's Hospital Association purchased it and converted it into the Wheeling City Hospital. Its site is that of the present Ohio Valley General Hospital.¹¹

MOUNT OVIS, 1850

Mount Ovis Academy, the "sheep farm school", in Kanawha County, was never incorporated and was otherwise unique. It was located on the dividing ridge between Campbells Creek, a tributary of the Kanawha, and Blue Creek, a tributary of the Elk River. Shortly after Dr. Henry Ruffner retired in 1848 from the presidency of Washington College, now Washington and Lee University, he purchased a small farm about six

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miles from Malden, his former (West) Virginia home, and built thereon a log house residence which he planned to use for study and the conservation of his health. But the urge to teach was so strong that it overcame these inclinations and caused Ruffner to alter his residence so as to accommodate "a goodly size group of young men." As he about this time embarked upon a sheep raising enterprise, having imported for that purpose a flock of English Southdowns, he called his school "Mount Ovis Academy," the middle word being Latin for sheep. When the Civil War came a number of young men, most of them from the Kanawha Valley, were being instructed there, but they soon scattered. Some of them cast their lots with the Confederates and others with the Federals, and the building ceased to be used for educational purposes. Soon thereafter the venerable preceptor died.

WOODBURN FEMALE SEMINARY, 1858

As Morgantown had become widely and favorably known as an educational center under Methodist influences, "a company of gentlemen of considerable liberality" interested in maintaining Presbyterianism and in the financial possibilities of the situation, resolved to make the most of it. To that end they proposed to provide "North-Western Virginia with a permanent Female School of high order." With this objective, they were incorporated by an act of the general assembly of January 4, 1858. The founders vested determination of educational policies and faculty selections in a board of trustees.

For the uses of the proposed seminary the company purchased the residence of Mrs. Thomas R. Reay, which was remodeled into a "large building." The resulting institution was named Woodburn Female Semi-



WOODBURN FEMALE SEMINARY

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nary because of the nearby woods and a suggestion from Sir Walter Scott's *Guy Mannering*. As its trustees were authorized by the incorporating act to grant diplomas and degrees as well, the new seminary was placed on a slightly higher level than the nearby Female Academy. A friendly rivalry might have become bitter, had not the latter in 1860 been authorized to confer degrees and given the rank of collegiate institute.

The site of Woodburn Female Seminary was a historic elevation of scenic beauty overlooking the Monongalia River and the wooded basin of Falling Run, now occupied by Mountaineer Field Stadium. The building stood on the site of present Woodburn Hall near the burial plot of Squire Benjamin Reeder. From its beginnings Woodburn Seminary was conducted by the Rev. James R. Moore, superintendent, with the aid of his wife, Mrs. Elizabeth I. Moore, principal, and four women teachers. With the death of the Rev. Moore, December 12, 1864, the Seminary was continued by his widow into 1865 when it was taken over by the Rev. John Work Scott who remained in charge of both Woodburn Seminary and Monongalia Academy to 1867, when they were donated to the State to aid in founding a state land-grant college.

Thus Morgantown, at the time of the admission of West Virginia to separate statehood, was an educational center. In this it had been favored by the fact that its three schools, two of which were fledgling colleges, were active despite the Civil War, whereas exigencies of the situation forced institutions in other towns to close their doors. This was notably true of Clarksburg, Romney, Lewisburg, and Charleston. These facts, together with Morgantown's splendid educational and cultural traditions, were in her favor in West Virginia's choice of a site for the agriculture and mechanical college made possible by the Morrill Act of 1862, as amended in 1864.

MISCELLANEOUS

Other academies were incorporated in this period, and still others functioned without special legislative or court authorizations. Although a few of the former were never active, most of them were effective and in increasing favor. Among those established in or before the thirties of the last century and not heretofore mentioned were the Mount Carmel School in Preston County, founded in 1801 through a bequest of Francis Deakins of Georgetown, Maryland, a pioneer surveyor. Although unincorporated, this institution was active until 1848, when its building was destroyed by fire. With legislative approval it moved shortly thereafter "about three-fourths of a mile . . . to the prosperous village of West Union," now Aurora, and became West Union Academy of Preston County. In 1834 Wheeling contained an institute staffed by six teachers, a classical academy, and a female seminary in addition to the Lancastrian Academy; Union Academy in Monroe County, incorporated in 1820 and

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eight years later authorized to increase its capital stock by use of a lottery or lotteries, was an educational center until 1835, when its building was destroyed by fire. On the eve of the Civil War an effort was made to revive it as a college.

Seymour Academy at Moorefield, Hardy County, incorporated March 16, 1832, was for years thereafter an educational center of the Upper South Branch Valley. In this period academies, some of which never functioned, were also chartered at Middlebourne (1827) and Sistersville (1837), Tyler County; Bolivar (1832), Jefferson County; Springfield (1837), Hampshire County; and Holidays Cove (1839), Hancock County. Under sponsorship of the East Ohio Conference of the Methodist Episcopal Church the Parkersburg Academy Association, incorporated April 5, 1838, led a movement which resulted in Asbury Academy, incorporated February 8, 1842, and opened to students in the autumn of that year, perhaps earlier, under the principalship of the Rev. Gordon Battelle.

Most of the academies established and authorized in the forties of the last century were promoted by joint-stock companies. Among such schools, not previously mentioned, were the Male and Female Academy (1847), at Buckhannon in present Upshur County, which ceased to function after several years of successful activity and was finally terminated under an act of the West Virginia Legislature passed February 26, 1866; and Buffalo Academy (1849), at Buffalo, Putnam County, where the later distinguished Confederate General John McCausland prepared for his course in Virginia Military Institute and the students in 1858 were publishing monthly *The Wreath of the Kanawha Valley*. Among other secondary schools of this decade, some of which never became active, were the Wellsburg Jefferson Seminary in Brooke County, incorporated in 1840; Preston Academy (1841) at Kingwood, Preston County; Greenbank, Little Levels, and Huntersville academies, all in Pocahontas County and incorporated in 1842; Brandon Academy (1843) at Brandonville, Preston County; and Marshall Seminary (1847) at Moundsville, Marshall County.

In 1832 Matthew Holt established a school in Weston, Lewis County, for "big boys and young men", but it was not until 1844 that a school, the Weston Academy, was authorized by the general assembly. Because of competition with subscription schools of the kind maintained by Matthew Holt, the incorporated academy failed, and the Lewis County Seminary, chartered three years later as a joint-stock enterprise, did not fare differently, despite the fact that it was later raised to the rank of a collegiate institute.

Prior to 1856, when the general assembly ceased to incorporate academies, a number of such institutions received legislative approval. Among these was the Wheeling Convent of the Visitation, present Mount

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de Chantal. It was opened in 1848 by the Rt. Rev. Richard Vincent Whelan for the education of young women and incorporated March 14, 1850. Nothing in the incorporating act was to be construed as authorizing "the establishment of a nunnery, or a theological professorship." From 1848 to 1865 it was a boarding and day school. It was founded by Miss Agnes Gubert, later Sister Mary Agnes, who was famous as a musician and for her "phenomenal voice."

St. Vincent's Cathedral School, founded in 1850, was the corresponding institution for boys. During the fifties it was used by Bishop Whelan to train young men for the priesthood, but it was suspended in 1859. It was reopened in 1865 as St. Vincent College but continued active only seven years. Meanwhile the young boys taught there were gradually taken over by the Sisters of St. Joseph in their school on Eoff Street, founded in 1865 as St. Joseph College but now known as St. Joseph's Academy. Catholics parted reluctantly with their college, for they saw in it great possibilities. Among its alumni who became prominent were John E. Kenna, John T. McGraw, John Campbell, and Lewis Steenrod.

Among still other academies organized in this period were Jane Lew (1850), Lewis County; South Branch Academical Institute, Hardy County, and Wellsburg Female Seminary, Brooke County, each incorporated in 1851; Fairmont Academy, Marion County, West Union Academy, Doddridge County, and Wheeling Female Academy, Ohio County, incorporated in 1852; Morgan Academy (1853), Morgan County, and the Academy of Natural Science in Wheeling.

Inasmuch as an act of 1856, providing for the incorporation of academies under a general act, did not include seminaries, institutes, and colleges, a number of schools were established thereafter by the general assembly under these names, but most of them were only secondary schools. This was true of Lewis County Seminary at Weston which in 1858 became Weston College; of Union Academy at Union, Monroe County, which was revived in 1860 as Union College; and of Little Levels Male and Female College, "in the levels of Pocahontas County," incorporated in 1860. Among the institutes not previously mentioned established at this time were Harpers Ferry Female Institute, Jefferson County; Ashton Institute at Mercers Bottom, Mason County, incorporated in 1856; Lewisburg Female Institute, incorporated two years later; and Baxter's Institute at Buckhannon, Upshur County.

As a result of these factors operating through almost a century, about sixty-five academies had been officially established in present West Virginia by 1861. It is true that some of them did not distinguish between elementary and secondary work and that some of them were finishing schools for sons and daughters of wealthy middle class elements; but at that they were owned and controlled by the prominent men of their respective communities and several of them were church sponsored. In

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other words, they were the intellectual, cultural, and spiritual centers of their respective communities. Something of their adequacy may be determined by the fact that there was then one incorporated academy (to say nothing of unincorporated ones) for about every 6,000 of the white population, as compared with one high school at present for each 7,000 of the total population. Moreover, the log colleges admitting women had pioneered the way to higher education for them before Oberlin and other women's colleges were in existence. According to the late Virgil A. Lewis, "These academies, seminaries, and colleges had resulted in great good and had done much to create an interest in secondary and higher education. Many hundreds of young men had gone forth from them in quest of that learning that was to fit them for the highest callings in life."

NOTES

Chapter IV

1. Herbert B. Adams, "The College of William and Mary," in U. S. Bureau of Education, *Circular of Information* (1887), pp. 36-38; Herbert B. Adams, "Thomas Jefferson and the University of Virginia," in U. S. Bureau of Education, *Circular of Information* (1888), pp. 48-49.
2. *Session Acts* (1835-36), pp. 7-8; *ibid.*, (1840-41), p. 51. Because of allocations to Brooke, Mercer, and Lewisburg academies poor children in Brooke, Kanawha, and Greenbrier counties were deprived of schooling which they might otherwise have received. *House Journal* (1841-42), Doc. No. 4, pp. 3, 24, 27, 29.
3. For a history of Shepherdstown Academy based largely on primary sources see A. D. Kenamond, "Shepherdstown Schools, 1762-1872," in *Magazine of the Jefferson County Historical Society*, Dec. 1929. See also M. K. Bushong, *History of Jefferson County*, pp. 24, 102; Morrison, *Beginnings*, pp. 124-125; Danske Dandridge, *Historic Shepherdstown*; C. S. Musser, *Two Hundred Years' History of Shepherdstown*; Ella May Turner, *James Rumsey Pioneer in Steam Navigation*; Bell, *Church, State and Education*, pp. 225-226. See also Joseph McMurren, "Education in the Eastern Pan-handle," in *West Virginia School Journal*, Aug., 1895.
4. Meade Collegiate Institute of Parkersburg, Wood County, was the result of a widely sponsored movement in present West Virginia to establish a Protestant Episcopal seminary. Its trustees resided in Wheeling, Parkersburg, Weston, Wellsburg, Charleston and other places. Among them were Sobieski Brady, John J. Jackson, George W. Summers, James M. Laidley, Colonel John Thompson, and Guy R. C. Allen. *Session Acts* (1850-51), pp. 139-141. The movement was not successful, and the following year the trustees were authorized to move the institute to Wellsburg. *Session Acts* (1852), p. 180.
5. *Session Acts* (1811-1812), pp. 104-105. The first trustees of Lewisburg Academy were James Mars, Charles Arbuckle, James L. Clowney, James Withers, Thomas Creigh, John May, James McLaughlin, the Rev. John McElhenney, John Welch, Christian Piercy, Henry Hunter, Thomas Beard, John Matthews, John Stuart, William Rennick, Allen Taylor of Botetourt County, Samuel Blackburn and William Pogue of Bath County, Hendley Chapmen of Giles County, Andrew Beirne and Isaac Estill of Monroe County, David Ruffner of Kanawha County, Jesse Bennett of Mason County, and Elisha McComas of Cabell County. For a series of articles on "Old Lewisburg Academy" see *Greenbrier Independent* beginning July 20, 1882.

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6. In the order of their succession the principals following Haddock and prior to the Rev. Moore were Thomas Martin (1833); P. S. Ruter (1841); Silas Billings (1846). Callahan, *Morgantown*, pp. 140-143; Monongalia Academy, "Records"; Susan M. Moore, "Monongalia Academy" and "A Sketch of Woodburn Seminary" (MSS); Barbe, *Alumni Record*, pp. 7-29; *The Monticola* (the student annual), Vol. 1, (1896), pp. 9-10; "Address of the Rev. H. W. Biggs commemorative of the Life and Labors of the Rev'd. James R. Moore delivered at Morgantown, West Virginia, Wednesday Evening, October 4, 1865."
7. Ohio County Court Records, in West Va. Univ. Library; *Wheeling News Register*, February 8, 1942. Virgil A. Lewis, *Hand Book*, p. 97; and *Wheeling Tri-Weekly Gazette*, Nov. 11, 1835; *ibid.*, Nov. 27, 1835.
8. *Historic Romney*, pp. 29-39; *Hampshire Review*, Nov. 5, 1930. For data on the transfer to West Virginia see State Board of Control, *Report* (1920), p. 679, and *Report* (1922), p. 648. The principals of the Classical Institute following Dr. Foote were E. J. Meeny, John J. Jacob, and the Rev. Joseph Nelson, an Englishman, who operated it until well into the Civil War. He was the last principal.
9. Mercer Academy was supposedly named for General Hugh Mercer of the American Revolutionary Army and also as a tribute to Charles Fenton Mercer, a prominent Federalist, who had many friends in the Kanawha Valley. *Kanawha Banner*, July 1, 1831.
10. Historical accounts of Marshall Academy may be found in Central Committee of Marshall College, *One Hundred Years of Marshall College*, pp. 82-90; Marshall College, *Bulletin*, April, 1938, pp. 20-21; George S. Wallace, *Cabell County Annals and Families*, pp. 150-154; Morris P. Shawkey, *West Virginia: in history, life, literature and industry*, Vol. I, pp. 364-368.
11. Since 1840 Mrs. Sarah K. Hanna had been principal of Washington Female Seminary, Washington, Pa., which was a model for similar institutions throughout the surrounding area and graduated many girls who became prominent in West Virginia. Among them were Mrs. Francis H. Pierpont and Mrs. John J. Jacob. See "Commemorative and Farewell Reunion of the Graduates and Teachers of Washington Female Seminary in Honor of Mrs. Sarah R. Hanna, June 25th, 1874," p. 52; Whitehill, *History of Education in West Virginia*, pp. 86-87; *Wheeling Sunday News*, March 3, 1935; *ibid.*, March 24, 1935.

CHAPTER V

HIGHER EDUCATION TO 1861

INTRODUCTION

LACK OF interest in higher education was general in English America before the Revolution. Only nine colleges were established in the thirteen colonies before 1776, whereas fifteen were founded in the two decades immediately following that year. The secular character of the new institutions was indicated in the fact that ten of them were non-sectarian, whereas all but one of the older ones were denominational. Later opposition of the common man to higher education checked the trend thereto, but the accompanying spiritual and moral upsurge, "like an ocean of light," tended to neutralize the leveling effects and to make for educational progress. But for bitter sectarian and regional rivalries, the gains might have been greater.

All elements strove however for the betterment of the common man. Thus Christianity, philosophy, and democracy were able to unite in attaining common social and cultural objectives. Generally, they agreed upon the necessity for education, and farseeing leaders were willing to extend their planning to the highest levels. A tradition of the Jackson family of trans-allegheeny Virginia is pertinent. It is to the effect that George Jackson, member of the Fourth, Sixth and Seventh congresses, a noted Indian fighter, a colonel in the Revolutionary Army, and an admirer of Thomas Jefferson, was charged with being a better soldier than a congressman. Chafed by such treatment, he is said to have declared his intention to retire from Congress and to send in his stead his son, John George Jackson, who, it was claimed, would make amends for his father's short-comings in elegant speechmaking.

In due time the son, who had received a fair English education and mastered surveying, made his appearance in Congress, where he became a leader. In recognition of his ability, his social position, and his political alliances he was in 1819 appointed federal judge of the Western District of Virginia. At that time he was actively cooperating with Thomas Jefferson in establishing the University of Virginia.¹

RANDOLPH ACADEMY

Randolph Academy, established in 1787 at Clarksburg, Harrison County, was originally planned to be a college for the accommodation of the Trans-Allegheny north of the Little Kanawha River. The proposed institution was in fact to have been to that section what William and Mary then was to tidewater Virginia. Although this purpose was not an-

nounced at the time, it was indicated by a provision of the incorporating act, which diverted to the proposed academy that portion of the surveyors fees from Ohio, Monongalia, Harrison and Randolph counties, which had formerly gone to William and Mary College.

The purposes of Randolph Academy were indicated furthermore by an incorporating provision which said that it was to be a "public seminary," and also by the high standing of its trustees. Among these "gentlemen" were Edmund Randolph, Patrick Henry, Benjamin Harrison, James Wood, George Mason, George Nicholas, and John Harvey. Local "gentlemen trustees" were drawn from each of the above named counties and included George Jackson, William McCreery, John Evans, Benjamin Wilson, Nicholas Carpenter, William John, Archibald Woods, Moses Chapline, Ebenezer Zane, John Wilson, Jacob Westfall, Jr., Robert Maxwell, and John Jackson, Jr.

In keeping with a provision of the incorporating act a quorum of these trustees met in Morgantown and selected Clarksburg as a "healthy and convenient place" to locate the Academy. It was to be administered by a "president" and staffed by "professors" who were required to take "the oath of fidelity to the commonwealth" instead of the former oath of allegiance to the Crown. In keeping with the current trend the Academy was to be free from church control. On this point it is recalled that William and Mary had ceased to be denominational.

Factors which prevented the Academy from becoming a college were inadequate quarters, poor transportation, and lack of funds. The building, a wood and frame structure, was 36 by 20 feet; the Northwestern Turnpike was not completed to Clarksburg for more than forty years after the Academy was chartered; and the expected surveyors fees were not forthcoming in sufficient sums. It was indeed sometimes necessary to resort to the courts to force payments. A lottery and tuition fees failed to supply the deficiency. Under the circumstances the building fell into decay and was abandoned.²

LOG COLLEGES

Although Randolph and other academies in present West Virginia did not become colleges, they served the middle class needs for higher education, because most of them extended their offerings to the junior year in college. Where teachers were well trained and forceful, work covered by them on whatever level was as thorough as that done elsewhere. Apropos of this point, attention is called to the fact that "Harvard, Yale, and William and Mary were for many years not superior to the best classical schools of English Dissenters." Offerings in new and practical fields of learning, such as geography, grammar, history, chemistry, surveying, natural and moral philosophy, rhetoric, and declamation, contributed to the efficiency of the frontier academies. Even before a knowl-

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edge of these subjects was required for admission to college, those in northwest Virginia had included them in their course of study. The Rev. Dr. William H. Foote included theology among the offerings of Romney Academy, and Mercer Academy, Charleston, had a legal department.

Thus, the frontier academies served the needs of colleges. From their walls preachers went forth to all quarters of the United States and distinguished themselves as pulpit orators and evangelists; after a few months in the office of an eminent lawyer, such as Philip Doddridge, academy graduates rose to distinction in the legal profession; academy trained politicians helped to guide the ship-of-state; and academy taught civil engineers unerringly determined intricate boundaries. Lessons learned in chemistry were not turned to such practical uses, for modern drugs had not displaced home remedies and the use of chemistry in industry was then in the dream stage.

Maturity of the student personnel also contributed to the sufficiency of the academies. The average age of academy students was higher than that of grammar school students, which made for greater maturity on the part of the former. The general cosmopolitan character of academy students, drawn as they were from large areas of Virginia and from other states, was also broadening and liberalizing, especially where they lived in dormitories, as most of them did. The numerous student organizations, particularly lyceums, afforded rare opportunities for self-expression and for training in parliamentary procedure. With the aid of such agencies and conditions well trained and forceful masters, like Dr. John McIlhenney, Dr. Henry Ruffner, Dr. Wm. H. Foote, and the Rev. Gordon Battelle, were educational institutions in themselves and surpassed in effectiveness the so-called colleges of the time, which Jefferson rated as "little better than grammar schools."

THE UNIVERSITY OF VIRGINIA

The return of Thomas Jefferson to his native Virginia for the avowed purpose of establishing an educational system to be developed from the top downward and from the bottom upward, was an important event. With the establishment of the *Richmond Enquirer* by Thomas Ritchie in 1804 the subject of education was then receiving serious attention. Through its columns several proposals, including plans for the "education of young women" and "a course of juvenile education", had reached the public and been favorably received.

As a consequence Governor Tyler brought the matter to the attention of the general assembly which in 1810 established a literary fund, the income of which was to be used primarily for the education of poor children. The idea of a state university, free from sectarian control, would not down however, and a number of academy towns became rival contestants for the honor and prestige of being the site of the proposed institution. Of all the proposed sites Jefferson preferred Charlottesville.

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To thwart Jefferson in this preference and at the same time to give Virginia a more comprehensive educational system than that proposed by him, Charles F. Mercer, an outstanding Federalist and a spokesman of the Valley and the Trans-Allegheny, proposed a substitute plan which, through the support of the western delegates, passed the house. But it was defeated in the senate after Joseph C. Cabell, spokesman for Jefferson, had tried to amend the substitute by naming Charlottesville as the site of the proposed university.

The preference of the westerners for Mercer's proposal is perhaps sufficiently explained by its contents. Among other things, it provided for a "board of public instruction" composed of eight members, two of whom were to have been from the Trans-Allegheny and two from the Valley. Moreover, it would have authorized a primary school system subsidized in part by the state, and the board of public instruction would have had authority to establish three additional colleges: Pendleton, Wythe, and Henry. In such event the first two were to have been west of the Allegheny Mountains, one north and the other south of the dividing ridge separating the waters of the Kanawha and Monongahela rivers. As soon as practicable the board was "to fix upon a proper site for the University." Mercer thought it should be somewhere on or near "the great Valley road leading from Winchester to Abingdon." Instead, a commission, of which Jefferson was a member, chose Charlottesville.

As the establishment of this institution was regarded with favor by leading westerners, the location was not generally opposed by them, but the subsequent use of the literary fund to subsidize the University in the sum of \$15,000 annually aroused criticisms in the west that at times became bitter. Generally westerners insisted that this was a violation of the purpose of "The Fund," which, as stated at the time it was established, was for the education of poor children only. Though there seems to have been little opposition to the act of February 24, 1821 authorizing allotments to academies from the literary fund, when surpluses became available, there was much opposition to loans, aggregating \$180,000, made to the University to aid its initial building program.³ Suspension of interest on these loans in 1824 aroused criticisms which the much-heralded opening of the University did not hush.

With the uses of the income of the literary fund as the chief bone of contention, differences between eastern and western Virginia on the subject of education became more pronounced following 1840. On the score that educated leadership was most needed, the east favored increasing the allotment for higher education, whereas the west emphasized the need for education of the masses in a Christian democracy. As a consequence its residents tended to oppose higher education as a patriotic duty and to develop obsessions with respect to the benefits of education for the masses. Thus imbued, few of them attended the eastern institutions of

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higher learning, even when they could have done so on scholarship. Moreover, they scoffed at the idea of making the University the intellectual center of the South, as planned and desired by the "eastern aristocrats."

Thus, Trans-Allegheny senators and delegates voted against proposals to establish a chair of agriculture and an agricultural experiment station at the University. At the same time they were insisting that all the revenue from the sale of forfeited lands, the chief source of income of the literary fund, should be returned to the counties in which it originated. In line with this attitude the *Wheeling Daily Argus* for April 17, 1846, commenting editorially on the difficulties of "the Rev. Shotwell and lady" to get a state loan for West Liberty Academy, said, "The legislature of Virginia has refused the Academy the loan of a few dollars, while the University of Virginia, where insurrections, murders, and rows have disgraced the commonwealth, has defrauded the common schools, academies, and colleges out of \$15,000 a year."

Unfortunately for present West Virginia the attitude of Western Virginia toward higher education in the pre-Civil War period did not develop leadership. The evil consequences were overcome somewhat by the native genius of those who led in crises, but, in the absence of scientific training and of libraries, students did not drink deeply of the fountains of learning. Thus, sectional, partisan, and sectarian rivalries and prejudices tended to preserve the status quo. The result was an arrested development which was not peculiar to West Virginia, but, for similar reasons, embraced the entire Appalachian Mountain region.

WHEELING UNIVERSITY

This embryonic institution had its inception and only stage in plans of certain "physicians, surgeons & others, citizens of Wheeling and elsewhere," to establish a medical college in that strategic point on the frontier. They acted under direction of Dr. John Cook Bennett, a promoter seeking a suitable place to begin a career that proved to be somewhat disreputable. Disappointed because of his failure to secure from the legislature of Ohio a charter for a medical school to be located in that state, where he had practiced since 1825, Dr. Bennett, a Jackson Democrat, turned to Democratically controlled Virginia. For that purpose he, in October, 1830, became a resident of Wheeling.⁴

Strange as it may now seem, Wheeling was then considered an ideal location for a medical school. With a total white population in excess of five thousand, it was then the second largest city in Virginia, and its location at the intersection of the National Road and the Ohio River made it an important travel center. Moreover, there were then only two medical schools in the entire Ohio Valley — one at Cincinnati, Ohio, and the other at Lexington, Kentucky.

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It mattered not that the population of the proposed site was small. Medical schools were then established with little or no regard for clinical facilities, as indicated by the fact that the third largest medical school in the United States in 1830 was located in a village of only five hundred inhabitants. Wheeling was more than two hundred miles from a medical school, and Dr. Bennett and his associates thought that such a school, located there, would command a "liberal patronage" and tend to maintain in the residents of western Virginia "the lofty feeling and the characteristic bearing of Virginians," against a possible crisis in which the energies of the former would be needed. The memorialists were convinced also that such a school would become a nucleus of a great educational center. Hence, their plan to found a university.

These representations were set forth in a memorial to the Virginia General Assembly which, on March 23, 1831, incorporated twenty-one petitioners into "a body politic, by the name and style of 'The President and Trustees of the Wheeling University'" and named "the first Monday in May next" for the organization meeting of the trustees who, in their corporate capacity, were to have full power and authority to confer degrees, the chief objective.⁵ Contrary to the current practice, they were not forbidden to establish a chair of theology. Three days later the nearby *St. Clairsville Gazette* announced that "Dr. Bennett has succeeded in establishing a college at Wheeling by an act of the legislature of Virginia."

Although there is no evidence available to the present writer to indicate that instruction was offered in Wheeling University, the incorporating trustees organized and functioned as authorized, for shortly after their meeting in May, 1831, the *St. Clairsville Gazette* announced that Dr. Bennett had established "The Wheeling Eye and Ear Infirmary." Several weeks later the same print carried the statement that "Dr. J. C. Bennett has been appointed Professor of Obstetrics and President of Washington Medical College in Virginia." Then, too, on December 20, 1831 the Virginia General Assembly received a petition from a committee of the trustees of Wheeling University, which stated that they had organized and elected "the requisite officers and adopted a code of by-laws". This petition stated furthermore that "the President and Trustees have obtained of the Mayor and Commonality, and of Noah Zane, Esq., the proprietor of Wheeling, a grant of ten acres of land adjoining the town as a site whereon to erect the necessary buildings."

Although Wheeling University had thus become a functioning or a near-functioning institution, its future depended upon additional funds. The city and a leading citizen having shown their interest through the donation of an attractive site, the general assembly was asked to divert to "the University" the stock of the Northwestern Bank of Virginia in Wheeling, owned by the state. The requested funds were to be used to

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supplement expected subscriptions for the erection of a building and the purchase of supplies.

To the great disappointment of Dr. Bennett, this request was not granted. Instead, it was referred to the committee on schools, which pigeonholed it and thus blasted the plans to establish a medical school and possibly a university at Wheeling. The following year Dr. Bennett became a resident of New Albany, Indiana, where he, through an act of the Indiana legislature date January 24, 1833, founded Christian College, "the First Medical Diploma Mill in the United States."⁶

It was in connection with this institution that the purposes and methods of the founder, a former Methodist turned Christian, came to light. In naming his new college for the Disciples of Christ or Christians he did not consult that organization or its founder. In less than a year thereafter he was selling A. B., M. A., and doctor's degrees in a wholesale fashion; but the people of New Albany had already branded him as "a vagabond of no character", and Alexander Campbell and his co-workers had repudiated him.

Despite the fact that all efforts to establish a medical school had admittedly failed by 1833, the possibility of such an institution lingered in the mind and purpose of "citizens of Wheeling and elsewhere." Thus, the city council, in November, 1845, directed the mayor to "make a deed in due form, conveying to the President of Trustees, of the Wheeling University five acres of ground upon Wheeling Hill embraced in the deed from Noah Zane to said President of Trustees, made in the year 1831—said deed to contain the same conditions as that of the said Zane to said President of Trustees." Under date of November 21, 1845, the deed was executed as directed and the site was more particularly described as adjoining the City Common and abutting Grandview Street.

RECTOR COLLEGE

Although money making objectives were not always absent, the leadership in higher education fell to persons closely identified with their respective churches and was thus a part of the social and religious reform movement of the pre-Civil War period. Rector College, a Baptist institution established in 1838 at Pruntytown, Taylor County, was the pioneer in this movement. Like other institutions of higher learning in present West Virginia, the remote origin of Rector College can be traced to a private select school or perhaps an "Old Field School." The fact that the private school was taught by Jesse Rector, a relative of the Rev. Enoch Rector, for whom the College was named, may explain why he, a former merchant residing in Marietta, Ohio, who had given up business to become a Baptist preacher, became the college's most liberal benefactor.

However that may be, Jesse Rector, on February 1, 1790, shortly after his arrival from Fauquier County, Virginia, as a settler, opened a

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subscription school at Buzzards Glory on or near the later site of Rector College. For its uses his neighbors erected a log house structure from the gable of which Master Rector is said to have flown an American flag, perhaps the first one thus displayed in present West Virginia. Indications are that this flag was the property of the Flag Club which this pioneer school teacher is said to have organized in the War of 1812. His school was the first one in present Taylor County.

With this background the Pruntytown community was a fine field for the Rev. Joshua Bradley, a Brown University graduate of 1799, who later indicated that he had founded nine churches and eight educational societies. His work in Pruntytown began sometime in the thirties. In September, 1838, he visited "Elder Enoch Rector" at his home in Vienna, Wood County, (West) Virginia in the interest of the Western Virginia Education Society. This organization was incorporated on March 28 of that year, with a number of the most prominent residents, including Joseph Johnson, William A. Harrison, Augustus J. Smith, John Goff, and John Waldo as trustees.

The next spring the Rev. Bradley met Elder Rector at Marietta, Ohio, where Rector made a subscription of \$4,500 "to the college now in progress in Pruntytown, Harrison County, Va." As a result of this and additional subscriptions, together with a promise of aid from the local Baptists Association, the college opened its first session in November, 1839 in a new building which was encumbered by debt, because of the failure of subscribers to pay their obligations. Although there were seventy students in the initial session, President Bradley was embarrassed because of a scarcity of funds. By discounting a note given the contractor, one Wilson, funds were made available for completing the college building. Members of the first faculty were Jacob Fream, Jesse Rector, Alfred Rector, John S. B. Tisdale, Leonidas Thompson, and Mrs. Jacob Fream, who was in charge of the girls' department.⁷

The Rev. Charles Wheeler, also a Baptist and a graduate of Brown University, was the constructive factor in this situation. At the request of the Western Virginia Education Society, he, in the fall of 1840, became president of its struggling college. Wheeler was a capable and ambitious administrator, a thorough scholar, a capable teacher, and an inspiring preacher who commanded the loyalty and the respect of his students and the confidence and support of the patrons. Until near the end of the ten and one-half years of his presidency the college grew in usefulness and influence. Among other things, it contributed to the success of the Clarksburg Educational Convention of September 8-9, 1841. Out of recognition of such services, the trustees of the Western Virginia Education Society were authorized by an act of March 4, 1842 to transact business in "the name and style of the Trustees of Rector College."

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By the same act they were permitted "to examine candidates for literary degrees" and to confer degrees "on such persons as in their opinion shall merit the same." Unlike other acts passed about the same time, the act incorporating Rector College did not forbid either the faculty or the trustees to establish a "theological professorship." Three years later the general assembly authorized a \$1,000 loan to the College, when the uninvested funds of the literary fund were sufficient to permit it.

At that time there were about 110 students enrolled in the "Academical" and the "Collegiate" departments, not including those in the "Female Seminary" operated by Mrs. Wheeler, wife of the president. There was also a primary department which may have been a continuation of the school established by Jesse Rector in 1790. In 1848 the College and the Seminary were separated "to prevent too much freedom between the sexes." About the same time the use of dialogues in declamations and other exercises was abandoned, because of their alleged immoral influence "on the minds of the young." Some of the girls were reported to have been "quite out of sorts" about these regulations, and a boy student found gallantry at "a low ebb," and described "Old Rector" as "very rusty inside and out."

At the outset tuition charges were \$15 in the College, \$10 in the Academy, and \$5 in the Primary Department for sessions of five months duration. For the same period boarding in the family of the Rev. Bradley was \$30, including wood and candles. Washing was twenty-five cents "per dozen." There was a fee of one dollar for use of the library which in 1850 contained about 2,000 volumes, but students had free access to the library of the president, which contained about 1,000 volumes. The preparatory department emphasized spelling, reading, writing, arithmetic, geography and grammar, whereas the College placed chief emphasis on algebra, higher mathematics, philosophy, chemistry, geology, astronomy, and "the languages."

Opinions vary regarding the qualities of the primary and secondary teachers, but no one questioned the ability of President Wheeler, who did most of the teaching in the College. One of his students who loved to visit him alone in his room said of him, "He had rather instruct students *any evening after school turns out than to eat his supper.*" Toward the end of his period of service he was affectionately known as "the old gentleman."

Following the death of President Wheeler on January 11, 1851 at the age of 67, "his College" declined rapidly, but there are evidences that it had been on the wane during the years immediately preceding. The rigid discipline, particularly the segregation policy, was a contributing cause. An epidemic of typhoid which visited Pruntytown in the summer and autumn of 1850, was for a time almost completely destructive of college activities. These factors may have contributed to the prolonged illness of President Wheeler and certainly contributed to the somewhat confused and uncer-

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tain period through which the College passed following his death. He was succeeded by Professor Tisdale of the faculty, who was active until shortly beyond March 25, 1855, when the college building was destroyed by fire. In keeping with the current trend the Union Baptists Association, under whose auspices the College had operated, in its September meeting of 1855, resolved to take steps looking to the building of two seminaries to take the place of the College. A committee was appointed for that purpose but nothing was done. The college building was not even rebuilt.

Although it never had a large enrollment, Rector College was a wholesome influence throughout a wide area of present West Virginia. This is indicated by the number of later prominent men who received all or a part of their preparatory and college training there. Among them were John Barton Payne, Secretary of the Interior and Director General of Railroads in the Woodrow Wilson administration and from 1921 to 1935 Chairman of the American Red Cross; Ephraim Benoni Hall, one of the makers of West Virginia; Homer A. Holt, a distinguished scholar and member of a family of prominent West Virginia lawyers; Dr. Thomas B. Camden, a pioneer in the field of medicine in West Virginia; and Benjamin Wilson, member of Congress from the Clarksburg district. More perhaps than to any other one factor, they owed their inspiration to President Wheeler whose passing was mourned over a large area. Then, too, the library, one of the best in present West Virginia, was admittedly an important factor.

BETHANY COLLEGE

Bethany College at Bethany, Brooke County, the oldest permanent institution of higher learning in present West Virginia, has had a continuous and useful existence. It was founded in 1840 by Alexander Campbell, then widely known as a debater, a preacher, and as the editor of the *Millennial Harbinger*, a journal "devoted to the destruction of sectarianism, infidelity, and anti-Christian doctrines and practices." The first issue carried on the title page announcement of the editor's intention to demonstrate "The inadequacy of all the present systems of education, literary and moral, to develop the powers of the human mind, and to prepare man for rational and social happiness."^s

In other words, Campbell was a reformer. Unlike most of the American reformers of that time he was not, however, a New Englander. He was born in Ballymena, County Antrim, Ireland, when that area was rent by warring factions involving church and state. Prior to his coming to America in 1809 at the age of twenty-one, he had spent a year at Glasgow University, where he studied Greek, logic and experimental philosophy. As a student, "He had a tendency to be thorough rather than quick, yet his sympathies and ambition led him into fields where no assignments compelled, into literature and belles-lettres, into history and political

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economy." He was thus both by nature and by training well equipped to found and administer an institution of higher learning.

Two years before Alexander Campbell came to America, his father, Thomas Campbell, a graduate of Glasgow University and an able and independent preacher, had arrived in Philadelphia, where he was well received by Seceder Presbyterians. From there he went to southwest Pennsylvania, where his liberality in admitting "unqualified persons" to church benefits aroused criticism. As a consequence, he was in a short time all but forced to withdraw from his church connection. By 1809, his attitude toward the situation had taken form in his "Declaration and Address" which laid the basis for the "Restoration Movement" that resulted in the religious group known as the "Disciples of Christ".

For thirty years thereafter Thomas Campbell's son Alexander, as a preacher, a debater, and an editor, devoted his time and energies to expounding the Campbell views. His debates with the Rev. John Walker, with Robert Dale Owen, and with Bishop John Baptist Purcell were read throughout America and even in Europe, and Campbell's work as an editor, first of the *Christian Baptist* (August 1, 1823-July 5, 1830) and then of the *Millennial Harbinger* (January 4, 1830-December, 1870), was equally well received. Finally, he announced the "New Institution" composed of four parts: the Family, the School, the College, and the Church. His ideas on these subjects and on education in general were stated by himself in these words:

The formation of moral character, the culture of the heart, is the supreme end of education; or rather is education itself. With me education and the formation of moral character are identical expressions.—We contemplate a scheme in which the formation of the physical and intellectual man shall not be neglected, but which shall always be held in subordination to the moral man. In which, in one word, the formation of moral character, the cultivation of the heart, shall be the alpha and the omega, the radical, regulating, and all-controlling aim and object in all the exercises, recreations, and amusements of children and youth.

Unlike most institutions of higher learning, Bethany was not the direct outgrowth of an academy. Largely with a view to providing educated ministers for the Campbell reform movement, the younger Campbell conducted "Buffalo Seminary" for four years, beginning in 1818. This institution was housed in his own residence and students were treated as members of his family. Among other things, they were required to attend family prayers, morning and evening, and were given positive, as well as restrictive, rules of conduct. The subjects taught were English grammar and literature, natural philosophy, mathematics, and the languages, including French and Hebrew. There were always more students than he could accommodate, but other demands were such that he could not give the Seminary the necessary attention, even with the aid of his father and his sister Jane. Accordingly it ceased to function.

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Through the wide circulation of the *Millennial Harbinger* the way was paved for private subscriptions, and Bethany College was thus able to begin its existence as a full-fledged institution. According to the incorporating act, approved March 2, 1840 and never amended, the trustees were not to be less than twelve nor more than thirty in number. They were a self-perpetuating body empowered to remove and replace any trustee who absented himself from three successive meetings. The president and any seven trustees were authorized to examine candidates and confer degrees "in as ample a manner as any other college in this commonwealth can do." The "faculty" was to consist of the president and the professors, any of whom might be suspended or removed by a two-thirds vote of the trustees.

At the meeting of the trustees held in September, 1840, Alexander Campbell, who had been active in planning for the opening of the College, was elected president. His first and chief concern was for a building and a suitable teaching staff. By advancing \$10,000 of his own funds, a \$16,000 structure was completed in 1842 on a site belonging to the President. Since October, 1841, when the first students began to arrive, teachers had functioned in "Stewart's Inn," a combination hotel and dormitory.

Somewhat after the manner of Jefferson in launching the University of Virginia, teachers were chosen with respect to departments and personal qualifications. At the outset and until 1845, the department of moral philosophy, including sacred history, political economy, and evidences of Christianity, the President assigned to himself. For the languages, consisting at first of Latin and Greek only, Professor Andrew F. Ross of Ohio, was chosen; for the physical sciences, including chemistry, physics, zoology and botany, Professor Robert Richardson of Virginia; for natural philosophy, including astronomy, geology, mechanics, hydraulics, pneumatics, Professor Wm. K. Pendleton, also of Virginia, who after years of service as vice-president, succeeded Campbell in the presidency; and for mathematics, Charles Stewart of Kentucky.

To permit President Campbell to travel in the interest of the College, subjects taught by him were assigned to others in 1845, at which time he reported that "We have indeed had Italian, German and Hebrew taught this last year by a learned and competent instructor." At the same time he indicated that the College offered instruction in elocution, reading, composition and history. In the absence of apparatus, demonstrations by experiments were not used prior to 1845, when \$1,500 was appropriated for that purpose and President Campbell expressed his desire for "more time spent in laboratories." The wisdom of his choice of teachers and assignments of subjects was attested by the fact that four of the first teachers were in their places fourteen years later.

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Although the act of incorporation, in keeping with the current ideas regarding the separation of church and state, did not authorize the teaching of theology, it did not forbid it. Consequently, President Campbell could base his lectures on sacred history. Both in content and method these lectures were somewhat novel. Beginning at six in the morning in the summer and at seven in the winter, his classes were first on the daily program. Attendance was compulsory. Of them President Campbell, writing in 1846, said:

When we opened our college in 1840, there was not a literary college in America, nor, as far as known to us in the civilized world, that had in it a regular department of Sacred History and Biblical Literature as a component part of a collegiate education. Not a single college stood upon the American continent in which the Bible, the greatest and the noblest of all classics, was honored with a place amongst college classics, to be publicly read by all students, compared with a course of literary and moral lectures, delivered six mornings in every seven, interspersed with regular examinations of all subjects discussed.

As set forth in formally adopted by-laws, the rules and regulations of the College were in keeping with its serious purposes. Among other things, no absences were permitted. Attendance at church services was not required but expected as a duty. Food was "plain but plentiful, as the faculty directs," and the style of dress was prescribed. No student was permitted to "introduce, keep, or use within the precincts of the College, weapons or arms of any kind, or gun powder, or keep a servant, horse, or dog." For those wishing to enter upon any of the several courses of study and adjust themselves to the rules and regulations, the only requirements were evidences of good character and serious purpose.

Despite the serious and prescribed life at Bethany in the pre-Civil War period, students seem to have enjoyed it, as there were few serious infractions of discipline. The secluded site of the College, the natural beauty which environed it, and the intimate relations between faculty members, the townspeople, and the students tended to make the community a big family. Then, too, many of the students were as serious as were their instructors, even the President. Prior to 1867 most of the students boarded in Stewart's Inn, where contacts were free and easy. But the form of student activity that made for greatest interest and loyalty was perhaps the literary societies. The College had scarcely opened before the Neotrophian society was organized. The American Literary Institute was organized in December, 1841, and chartered on December 27, 1843, as the Bethany Institute, which was permitted to own property not to exceed \$8,000 in value. Influenced doubtless by President Campbell's example, the two literary societies, beginning in 1850, published *The Stylus*, the oldest student publication in present West Virginia. The Adelphean society was chartered on March 29, 1853. Each of these societies owned its own library, but the total number of volumes thus made available did not exceed 1,200. In 1857 the College Library contained about 3,000 volumes,

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all of which were destroyed on December 10 of that year by a fire which swept the college building.

Discipline problems were confined largely to "the School". At first a large room adjoining the College Chapel was set apart for its uses, and the pupils were permitted to mingle with the College students. Under such conditions straps and rods, even when used with force and vigor, failed to solve the numerous disciplinary problems. As a means of dealing with the situation, President Campbell erected a building of his own near the College for the use of the School. With a recreation room for indoor sports and a twenty acre field for baseball and townball, things went well for a time, but toward the end of the pre-Civil War period a trick perpetrated by "the boys" precipitated a fight between the principal and a pupil, in which the former, a stern and rigid disciplinarian, got a sound thrashing. The trustees having failed meanwhile to take over the School building, it ceased to be used for its original purpose.

Although Bethany College was located well up in the present Northern Panhandle of West Virginia only twenty miles from Washington, Pennsylvania, most of the students were from Southern States. Of the 101 students in the first session only 23, including two from Canada, were from states north of the Mason and Dixon line. Of the slightly more than 2,200 matriculates prior to 1861, Virginia with 597 supplied the largest number; Kentucky with 571 was next; Missouri was third with 210, and Tennessee fourth with 96. The totals from Ohio and Pennsylvania were only 165 and 129, respectively.

The Southern attachment for Bethany was due largely to the liberal and democratic ideals and practices of the Disciples of Christ but also to the fact that its President did not condemn Negro slavery. In 1847, as the American slavery controversy was assuming its final phases, Campbell had visited his native land, where, as a result of an altercation with the Rev. James Robertson on the slavery question, he had served a short term in jail rather than give bond in a damage suit and thus be persecuted as a "prisoner at large". This semblance of martyrdom made friends in many places, especially in the South.

By the "endowed-chair" method and by private gifts which in 1846 amounted to \$39,574, of which \$24,154 had been paid, President Campbell put the College on a sustaining basis. Low salaries were a contributing factor, as were also the comparatively high tuition charges. The minimum salary for professors was \$800, and beginner assistants rarely received more than \$150 to \$200. Beginning with the initial session, the College tuition was \$150 a year, which did not include a \$10 library fee and which was from \$30 to \$40 more than was then charged in nearby colleges. The enrollment increased nevertheless. The peak year was 1855-1856 with a total of 155. For 1862-1863 it dropped to 33, but it rose steadily thereafter and for the last year of the Civil War reached 99. Meanwhile, the

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OLD MAIN BETHANY COLLEGE

The oldest building in the state originally constructed for purposes of higher education and still used for such. Started in 1858 and completed in 1862. Bricks for the building were fired on the grounds. Patterned after the architecture of the University of Glasgow.

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good management of the President and the loyalty of students and friends had made it possible to replace the Old College building by the splendid collegiate gothic structure which now occupies its site. Thus, Bethany, in 1866 at the time of the death of its beloved President and founder, was on the threshold of "A Golden Age".

PROPOSED AGRICULTURAL SCHOOLS

For almost a quarter of a century before the passage of the Morrill Act of 1862 authorizing the establishment of "agricultural and mechanical colleges" in the loyal states of the Union, the need for scientific instruction in agriculture was seriously considered in western Virginia. The act of March 2, 1840, incorporating the trustees of Bethany College, authorized them to establish an "Agricultural Department"; in 1853 Dr. Robert Richardson of Bethany College was aiding W. L. Irvin in the preparation of a memorial to the Missouri Legislature asking it to establish an agricultural college in that state; and in 1855 Dr. A. S. Todd, Secretary of the Western Virginia Agricultural Society, proposed the establishment of an agricultural school in western Virginia. Professor Jonathan B. Turner of Illinois College, Jacksonville, Illinois, was at the same time trying to induce the legislature of that state to establish a general state industrial university instead of having its "seminary fund" dissipated among private institutions.⁹ In support of a similar movement Dr. Richardson of Bethany College, wrote a series of articles for publication in *The Wheeling Daily Intelligencer*, beginning May 18 and ending June 27, 1855, in which he urged the establishment of an agriculture school in western Virginia and the immediate establishment of an agricultural department in Bethany College.

Dr. Richardson's first object was

to arouse if possible the agricultural community to a sense of the value of agricultural education and to show that farming is not the simple and ignorant occupation which many suppose, and that the farmer has, by virtue of his calling, no inherent or acquired right either to be a blockhead or to disfigure and impoverish, by his stupidity, any portion of the surface of God's earth, which may indeed be his patrimony, but not the less that of the State and of mankind.

Inasmuch as the farmer, in his tendency to specialize in the growth of a few plants, had thus disturbed the equilibrium which nature had established in the plant, insect, and bird life, Dr. Richardson believed that a knowledge of the natural sciences was necessary for agricultural skill and success. In other words, it was the only way to prevent insects and birds favored by the growth of a few plants from devouring them. Moreover, there were persons who had no conception of better modes of farming than those to which they were accustomed and "no idea of the intimate relations which agriculture sustains to almost every department of our material knowledge."

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Thus the custom of parents having a son seemingly deficient in natural ability, to commit him to the care of the Fauns or the Dryads with the remark "He'll do for a farmer!" On the other hand, Dr. Richardson insisted that agricultural processes should not be thus committed to "an incapable clown," for they were related "in the proximate and remote results to political economy, to commerce, to the mechanical arts, to national prosperity, and to the dearest interests of society."

Dr. Richardson suggested that the proposed department in Bethany College be housed in a building with space for a chemical laboratory, illustrated lectures in natural philosophy, a library, an agricultural museum, and weekly meetings of an agricultural society composed of students and such honorary and regular members from the nearby farmers as would agree to take an active interest in the work. Special emphasis was given the museum building which was to be a two-story structure of substantial character, well lighted, ventilated and supplied with water and with a basement. The entire structure would be used for the housing of

specimens of agricultural products—all kinds of grains, grapes, etc., herbariums, and models of agricultural machinery, or the implements themselves, specimens of which the manufacturers would be happy to present for exhibition. Farmers and students would thus have at all times the opportunity to examine a vast variety of seeds, plants, destructive insects in all stages of development, birds, geological specimens, charts, etc., agricultural tools of every kind, etc., etc., and to hear explained to them the peculiar uses and characteristics of each. This would constitute a most attractive and profitable place of resort, to which farmers might come even from great distances, as they would here see at a glance everything needed in their calling. They could compare the different kinds of ploughs, harrows, drills, etc., etc., and thus be able to judge of their respective merits.

The course of study for the proposed department included, in the following order: (1) Chemistry, (2) Geology, (3) Botany, (4) Natural Science (5) Zoology, and (6) Bookkeeping. Chemistry was given first place, "because it has confessedly more to do with what may be strictly termed the Science of Agriculture than any other branch of knowledge." It alone enabled man to determine the composition of different soils and manures and to determine the adaptation of plants to them. It also enabled man to understand the psychology of plants and to form scientific conclusions of their proper relations to the air, the sun, the water, the earth or to "that animal creation for which they combine the rude elements of the mineral world into nutritious organisms." "In short," said he, "it is a knowledge of chemistry which must constitute the basis of all agricultural improvement." He would therefore have made "general chemistry" a required study during the "first session" and "agricultural chemistry" a "principal study" during the "second session."

Influenced by the discoveries of Leibig in England, Dr. Richardson indicated something of the possibilities of a study of geology in western Virginia.

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A mastery of botany was necessary to the successful farmer, because "it helps him to understand the most intricate processes of nature and gives him an accurate perception and a delicate appreciation of those general influences and minute details on which successful culture so largely depends." In addition to aiding the farmer in the application of mechanical power, natural philosophy enabled him better to understand such things as capillary attraction; the motions and properties of air, especially its relations to heat and moisture; and electrical phenomena. Inasmuch as plants are the producers of food and animals are the consumers, the farmer needed to understand both and to know everything possible about ornithology and entomology.

Finally, Dr. Richardson regarded an accurate and regular system of accounting as important to the farmer as to the banker, the manufacturer, or the merchant. To these preparations he would also have added a degree of mathematical skill, pursued through surveying, for there would be roads to locate, fields to measure, areas to compute and cubical contents and capacities to determine. As it gave the farmer a knowledge of his relations to commerce and to manufacturing, a knowledge of political economy was also useful.

In support of his proposed course of study Dr. Richardson called attention to the appeals then being made by Lieutenant M. F. Maury through the *Southern Planter* and to the practical lessons taught by George Washington, especially in bookkeeping and in soil conservation. While Washington's instructions to his plantation managers were models of thoughtfulness and accuracy, his ideas and plans for soil conservation were even more progressive. Guided by Washington's example, Dr. Richardson hoped that there would be established somewhere in the United States "a single school where the farmer can be properly prepared for his business . . ." And, he hoped that it was "reserved for Virginia," which in this case meant western Virginia, "to establish the first Agricultural School."

Robert Richardson (September 27, 1806—October 21, 1876) was born in Pittsburgh and educated in western Pennsylvania. Prior to coming to Bethany he had lived in the Ohio Valley, first at Wellsburg, Virginia, and from 1834 to 1836 in Cincinnati, Ohio. He was a practicing physician, a chemistry professor, a preacher, an author and an editor. He applied his knowledge of chemistry to the cultivation of his 67-acre farm, Bethpage, located two miles from Bethany College, and the front porch of his residence was the unofficial gathering place of the local farmers in their search for leadership and guidance. Their instructor rode horseback to and from his classes in Bethany College. He was one of those leaders of the Midwest who, during the twenty years immediately preceding 1860, pioneered the way for the Morrill Act of 1862, which was, perhaps designedly, sponsored by a Senator from New England.

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Influenced by this movement a group of residents of western Virginia, including Thomas Dunn English, author of "Ben Bolt," a famous love song, had themselves incorporated as the trustees of Aracoma Polytechnic College to be located in Aracoma, now Logan, Logan County, West Virginia. As approved by the general assembly on February 28, 1856, the projected college proposed to educate "white male persons in the languages, literature, arts and sciences, and more especially in those sciences which may be deemed necessary to the skillful prosecution of farming, mining, and other useful arts."¹⁰

In that instruction in "mining and other useful arts" was contemplated, the scope of the proposed college at Aracoma was thus wider than that proposed by Dr. Richardson. In pursuit of their plans the incorporators of the former were authorized to elect additional trustees, not to exceed thirty, including themselves but not the judges of the fourteenth-seventeenth circuits who were to be trustees ex-officio. As thus constituted, the board of trustees, in its corporate capacity, was to have full "control and management of the said college, except such portion as they may from time to time relinquish to the president and faculties thereof." But they were forbidden to establish a theological professorship or a "faculty of divinity" and to confer degrees in either agriculture or in mining before faculties had been established in those fields.

Anticipating the research services of present land grant colleges, the trustees were required, "as soon as practicable" to organize "a model and experimental farm for the purpose of testing the practical value of new and doubtful modes of proposed improvements in agriculture, and of giving to the students of the college practical instruction in planting and farming." They were also required to make it obligatory "upon the faculty of agriculture . . . to report biennially the results had and obtained thereby, together with any analysis of soils, earths, plants or minerals of this commonwealth, made by or under the direction of the college or its faculties, or any professor thereof." These requirements anticipated the future agricultural experiment stations, the geological surveys, and the extension services of West Virginia.

While there may have been an element of sectional and even partisan rivalry between eastern and western Virginia and even between the northern and the southern sections of the latter in their respective plans for agricultural colleges, such factors were not necessarily determining. More than has been understood western Virginia was then in sympathetic touch with progressive leaders of the Middle West and of the East. It will be recalled that the highways of commerce and travel then passed through western Virginia. It was not until sheep, hogs, and cattle became aristocratic and rode to the Eastern markets in box cars that her highways were deserted and White Sulphur and Berkeley Springs fell into decay. As these developments were in their initial stages in the 1850's, it is not surprising

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that residents of western Virginia, residing on and near the main travelled highways, were, as indicated by the ideas and plans of the educators with respect to agricultural museums and polytechnic institutes, more than one hundred years ahead of the time. It matters not that the primary interest centered in agriculture and moral philosophy. This was a period of plain living and high thinking.

MISCELLANEOUS

As determined by Campbell's success at Bethany, the near success of Rector College, the contemporaneous planning for agricultural and medical colleges, and the educational interests of the churches, notably the Presbyterian, the failure to establish more colleges in present West Virginia in the pre-Civil War period is significant. Commanding the cross-roads of the United States and favored by a temperate climate and a scenery of unsurpassed beauty, nature had seemingly marked that area as an educational center. Shortly after mid-century there was a tendency to commercialize its advantages for educational purposes. It was then that the old time academies gave way to seminaries, collegiate institutes, and colleges promoted by joint-stock companies. Among the resulting institutions were Weston College at Weston, Lewis County, chartered in 1858; Union College at Union, Monroe County, chartered in 1860; Levelton Male and Female College in the Levels of Pocahontas County, chartered in 1860; and Allegheny College at Blue Sulphur Springs in Greenbrier County, about nine miles north of present Alderson.

Of all these institutions the Baptist sponsored Allegheny College left the most abiding traditions. Almost eighty years later they were recalled by Miss Emma C. Alderson whose father, George Alderson, was the last surviving trustee. According to Miss Alderson, Allegheny College was "a gift of the Baptists of E. Virginia to the Baptists W. of the Alleghenies" and did a fine work under the presidency of William E. Duncan.¹¹ From hearing her father speak of Allegheny College, Miss Alderson's interest grew until she determined "to found a school along the same lines, except co-educational." In pursuit of this determination, in 1901 she took the lead in founding Alderson Academy which became the Alderson Baptist Academy and finally Alderson Baptist Academy and Junior College. From the beginning it was regarded by her as a continuation of Allegheny College.

Allegheny College, during 1859-60 Allegheny High School, was established in 1860 on a 146-acre tract purchased the previous year from John Williams for \$44,000. The acreage embraced the Blue Sulphur Spring and about twenty cottages which, together with a brick building erected in 1860 at a cost of \$18,000, constituted the college plant. With an enrollment of 130 the College opened its doors in October, 1860. Before the academic year ended they were closed by the exigencies of the

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Civil War. In or about October, 1864, all the buildings were burned by a Federal force under command of Captain Richard Blazar, formerly of the Ninety-first Ohio.

The subsequent history of Allegheny College is a continued story. In 1875 the administrator of the Williams estate foreclosed to recover the remaining purchase money, but sometime thereafter trustees of the defunct institution appealed to Congress for relief to the extent of \$30,000. In response thereto the House of Representatives in 1906 referred the request to the Federal Court of Claims, which denied it under the statute of limitations. Had they been sustained, interested parties purposed to found another institution of higher learning. This purpose lingered until 1937, when John Kee, Representative of the Fifth West Virginia, informed Miss Alderson that Congress had finally denied the claim.

Weston College also left an interesting record. Established as a rival of Matthew Holt's "school for big boys and young men," it was incorporated in 1844 as Weston Academy. This venture failed, however, and three years later the rival institution was incorporated as the "Lewis County Seminary." As such it was in 1850 granted a loan of \$2,000 from the literary fund, but it remained inactive until 1856. That year the directors leased the plant to James S. Cockran, principal of the Coatsville Academy, Coatsville, Pennsylvania.

Despite the fact that the institution became "Weston College" in 1858, Cockran seems to have failed, for the plant was sold the following year at public auction. The purchaser, Jonathan M. Bennett, then offered it to the town of Weston and to his church, provided they or either of them would establish and maintain a college. As a result of their failure to act the plant was in 1860 deeded to a joint stock company which in the autumn of that year opened "Weston Military College." This school functioned during the year 1860-61, but it became inactive with the beginning of civil hostilities.

More than anything else the arrested development which overtook northwest Virginia after 1850 contributed to her educational failures. When the railroads bypassed northwest Virginia the towns and villages of that area tended to languish. The resulting attitudes were reflected in things educational, as well as in things economic. As a consequence educational problems became inseparably involved with internal improvements and related problems. Generally the west continued to favor larger state subsidies to primary and elementary schools and to attack the University and other state supported higher institutions of learning on the score that they were for the education of "the sons of nabobs."

Statistics throw additional light upon the attitude of the westerners. In 1841, Judge Edwin S. Duncan had not heard of more than two persons from northwestern Virginia who had attended the University of Virginia. Although its enrollments and that of the Virginia Military

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Institute were later stimulated through the use of scholarships, generally they were declined by the westerners, sometimes ungraciously. In a total university enrollment of 645 for the 1856-57 session, 333 of whom were Virginians, only 13 were from present West Virginia. For the 1858-59 session the number from that section rose to 17 in a total Virginia enrollment of 370.¹²

The worst feature of the situation was the fact that few young men from present West Virginia attended college anywhere in the pre-Civil War period. Because of bitterness engendered by sectional rivalries and differences in social standards, the University of Virginia and Virginia Military Institute were anathema to most residents of western Virginia. A few of them attended the University of Virginia and the Virginia Military Institute, but more were enrolled either in Dickinson College at Carlisle, Pennsylvania, or in Allegheny College at Meadville in the same state. With young men from the Kanawha Valley, Ohio University at Athens was a favorite, and some of them attended colleges in Kentucky. But the region was not college minded.

The most significant feature of the entire situation was perhaps the seminary and the collegiate institute movement. A half-score or more such institutions were established in present West Virginia in the decade immediately preceding the Civil War. The curriculums of these institutions were more advanced than those of the academies. Most of them were in fact fledgling colleges. For the most part, they were primarily for women and as such were the counterparts of the women's colleges of the North which had their beginnings at about the same time.

NOTES

Chapter V

1. Elmer E. Brown, *The Making of Our Middle Schools*, pp. 279-296; Paul Monroe, *Founding of the American Public School System*, pp. 420-444; Richard G. Boone, *Education in the United States*, pp. 20-43, 77; Howard K. Beale, *A History of Freedom of Teaching in American Schools*, pp. 67-72; Vernon L. Parrington, *Main Currents of American Thought*, Vol. II, introduction; Ralph H. Gabriel, *The Course of American Democratic Thought*, pp. 23-28; Roy Bird Cook, "John George Jackson," in *West Virginia Review*, April, 1935.
2. Hening, *Statutes at Large*, Vol. XII, pp. 638-641; *Session Acts* (1827-28), pp. 84-85; Henry Haymond, *History of Harrison County, West Virginia*, pp. 287-290; Sadie Bell, *The Church, the State and Education in Virginia*, pp. 285-289; Randolph Academy, "Minutes."
3. Herbert B. Adams, "Thomas Jefferson and the University of Virginia," in U. S. Bureau of Education Circular of Information, No. 1 (1888); *Richmond Enquirer*, Feb. 1, 1805; *ibid.*, March 23, 1805; *ibid.*, April 9, 1805; *ibid.*, Sept. 13, 1805; *ibid.*, Jan. 16, 1806; *ibid.*, Dec. 18, 1806; Maddox, *Free School Idea*, pp. 60-68; Morrison, *Beginnings*, pp. 32-34; *Session Acts* (1810-11), pp. 8-10; Governor's Message (1850), Doc. No. 4, p. 12.
4. Frederick C. Waite, "An Attempt to Establish a Medical College in Wheeling in 1831," in *West Virginia Medical Journal*, Dec., 1946.

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5. *Session Acts* (1830-31), pp. 275, 276. Seven of the incorporating trustees of Wheeling University were physicians: J. C. Campbell (1797-about 1870), born in Ireland and educated at Glasgow and Dublin; J. W. Clemens (1795-1846) who had attended medical lectures in the University of Pennsylvania; John Eoff (1788-1859); Joshua Morton (1783-1839) who had studied in the Harvard Medical School; James Tanner (1796-1858), a graduate of the University of Maryland; A. S. Todd (1798-1883) who had studied in Transylvania University and was later known as the maker of Todd's Liver Pills; and his brother M. L. Todd (1788-1866). *History of the Upper Ohio Valley*, pp. 567, 570, 571, 572, 573.
6. Frederick C. Waite, "The First Medical Diploma Mill in the United States," in *Bulletin of the History of Medicine*, Nov., 1946; *The Millennial Harbinger*, Vol. IV, pp. 189-191; *The Evangelist* (Carthage, Ohio, 1835); Ohio County Records, *Deed Book* No. 28, p. 232; City of Wheeling, *Council Proceedings*, Nov. 12, 1845.
7. Roy Bird Cook, "Enoch Rector and Rector College," in *West Virginia Review*, July, 1936; *Grafton Sentinel*, April 25, 1935; *ibid.*, May 3, 1935; *Session Acts* (1841-42), p. 88; *Session Acts* (1844-45), p. 18; Bell, *Church, State and Education*; "Maxwell-Boonifield Letters," in West Virginia University Library.
8. Robert Richardson, *Memoirs of Alexander Campbell*; F. D. Power, *Life of William K. Pendleton*; W. K. Woolery, *Bethany Years*; *Catholic Encyclopedia*, Vol. XII, pp. 571-572; *Session Acts* (1839-40), pp. 95-97; *West Virginia School Journal*, Dec., 1929; *ibid.*, Jan., 1914.
9. *Wheeling Daily Intelligencer*, May 18, 1855. A number of agricultural societies were incorporated in West Virginia prior to 1855. Among them were the Marshall County (1850), and Berkeley County (1846), and the Harrison County Silk and Agricultural Society (1840). See also J. G. Randall, *The Civil War and Reconstruction*, pp. 379-381; E. J. James, *The Origin of the Land Grant Act of 1862 (the so-called Morrill Act) and some account of its author, Jonathan B. Turner*; C. H. Remmelkamp, *Illinois College: A centennial history (1829-1929)*; Cloyd Goodnight and Dwight E. Stevenson, *Home to Bithphage: A Biography of Robert Richardson* (1949).
10. The incorporators were Thomas Dunn English, Anthony Lawson, James Lawson, Joseph Stras, Washington Spotts, J. C. McDonald, H. F. Peery, M. D., George W. G. Browne, T. G. Harrison, R. T. Bowen, J. B. George, H. R. Boyle, Samuel Graham, and I. M. Benham. *Session Acts* (1855-56), pp. 194-195.
11. Emma C. Alderson, "My Life" (MS). Other members of the faculty were J. N. Shepherd, Henry Beach, Joseph Cocke, F. McCarthy, Mason Mathews, and D. E. Duncan. *Greenbrier Baptist*, Nov., 1901.
12. In 1838-39 fifteen residents of present West Virginia were enrolled in Marietta College, Marietta, Ohio. Others were enrolled in Allegheny College, Meadville, Pa., in Dickinson College, Carlisle, Pa., and still others in colleges in Kentucky. Ambler, *Sectionalism in Virginia, 1776-1861*, p. 275.

CHAPTER VI

DESTRUCTION AND RECONSTRUCTION, 1861-1880

INTRODUCTION

SUSPENSION of educational activities in present West Virginia in the Civil War was almost complete. The new state makers were thus erroneously supposed to have built from scratch and largely under North influences. Pre-Civil War experiences and traditions were however the determining factors, for the builders had few or no contacts with New England and such as they had with the North were confined almost entirely to Pennsylvania and to Ohio, neither of which had gone much beyond Virginia in developing an educational system.

During the Radical part of the Reconstruction there was however a tendency on the part of new state leaders to forget Thomas Jefferson, Dr. Henry Ruffner, and those other Virginians who had advanced ideas on and notable accomplishments in public education. In this they were influenced largely by professional journals having their origins in the North and by lecturers in teachers' institutes, most of whom had a similar origin or were similarly influenced. Each spoke naturally of his own experiences and achievements, and those who listened accepted what they heard as true. Thus such statements as the following became trite: "The State Government of Virginia has heretofore entirely neglected this matter [education]," and "Outside of this [Ohio] . . . there is not a county in western Virginia that had free schools."¹

What a more accurate knowledge of the achievements of the mother state would have done for West Virginians in the formative period of their separate statehood cannot of course be determined. Apropos of this statement, attention is called to the fact that Dr. William H. Ruffner, Father of the Public Free School in Virginia, was unable to make headway in establishing it until he had convinced Virginians that the public free school was largely of native origin.² Had the post-Civil War generation of West Virginians understood and appreciated this fact, as requested and desired by the Rev. Alexander Martin, mentor of the constitution-makers of 1861-63 and of the legislators of 1863, it might not have resorted to proscriptive legislation against school teachers and school trustees of pro-Southern sympathies. In that event the greatest barrier to the establishment of public free schools on a statewide basis would have been removed, and the credit for establishing them would have gone to the Rev. Barnas Sears and to the Rev. J. L. M. Curry, agents of the Peabody Fund,³ and to resident leaders, such as the Rev. Wm. R. White and Dr. Henry Ruffner, instead of to Northern leaders such as Horace Mann, whose influence was too remote to be effective.

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Something of the destruction wrought by the Civil War in the educational system of Virginia and of the accomplishments of those who built on it may be determined from a survey of the status as of 1860. District free schools were then functioning throughout Kanawha, Jefferson, and Ohio counties and several other counties had approved them by majorities of the voters. East of the Alleghenies public free schools had attained a degree of success in the City of Portsmouth, in Washington County, and elsewhere. Except in sparsely settled areas, common schools functioned throughout the state and were generally used for educating poor children. In 1860 there were 3,896 teachers employed in the public primary schools, and 154,953 pupils, including 41 "free colored," were enrolled. Of these, 85,443, more than one-half the total, were poor children, whose attendance had increased by 18,090 in the preceding decade.

In 1860 there were more academies, including unincorporated ones, per 1,000 inhabitants in present West Virginia than there now are high schools for the same number of persons, and present Virginia was equally well accommodated. All told, there were 398 academies with 720 teachers and a total enrollment of 13,204. There was not a single high school in the state, but the possibility of their being "brought into existence" had been suggested in 1841 by Dr. Henry Ruffner. Beginning in 1813, nine library groups were incorporated in present West Virginia prior to 1860.⁴

Primarily for the education of leaders, a state university was maintained in Charlottesville and had attained nationwide prominence with strongest appeal to the South. The state also contributed toward the maintenance of a military institute at Lexington and from time to time had advanced loans and subsidies from the literary fund to most of the seventeen private and denominational colleges. These included three medical, two theological, two military, one law, and one scientific school, only two of which, Marshall and Bethany, both denominational, were in present West Virginia. In 1860 eastern Virginia led "the entire fifteen states of the South in arrangements for secondary and higher education."

The greatest accomplishments were, however, in the less tangible proposed agencies and institutions. The former included a state education association with branches, a volunteer central committee, and a "common school journal" controlled by a state superintendent of schools.⁵ Among the proposed institutions were state maintained normal schools, schools for the education of women, and additional school libraries and lyceums. While most of these proposals belonged to the forties, thoughts set in motion by them were still cherished by such leaders as had not been blinded by sectional bitterness and by sectarian rivalries.

A survey of the school laws as of 1860 sheds additional light upon the situation. Although few counties had established district free schools, several routes were available for that purpose, for the "Twin Acts" of March 5, 1846, authorizing such schools, had not repealed the several

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special acts under which they then functioned and could be established. One of the Twin Acts required the appointment of a county superintendent in every county, except those functioning under special acts, and county superintendents were then contributing to the efficiency of the public and the common schools. Colleges and academies receiving allotments from the literary fund were required to make annual reports showing the condition of such institutions. All such reports, together with those from every county superintendent, were made to the second auditor, who since 1823, had been to all intents and purposes the state superintendent of public instruction.

Laws governing school finances were less liberal. Schools for poor children were financed by the literary fund which then aggregated about \$1,900,000. This amount had accumulated despite the neglect of officials, a costly defalcation, annual allocations to the University, and irregular ones to academies and to private and denominational colleges. At the same time boards acting under the law authorizing a district school system and under special acts, were permitted to assess such sums as were required for their respective needs, and county courts were required to provide the several amounts.

These gestures of liberality were all but nullified by maximum limits upon the total tax rate on property values and on special assessments. Including the capitation taxes authorized in the constitution of 1851, the income from the literary fund and "other sources" aggregating \$317,053, about \$500,000 was then spent annually on public education. With the approval of a majority of the voters any county, corporation, or school district might use glebe lands and other former church property, not otherwise appropriated, for educational purposes. The University of Virginia continued to receive \$15,000 annually from the literary fund; \$1,500 was allocated from it to Virginia Military Institute; and since 1838 the state had maintained at Staunton a school for the "deaf and dumb and the blind," which was also subsidized from the literary fund.

The vitalizing force in this setup was not however the number and character of its institutions or the laws governing them. It was rather the Christian ministry and its evangelized parishioners. This was certainly true in the trans-montane section, where for half a century Methodists, Baptists, Presbyterians, and Disciples of Christ had striven for common ideals and objectives in the face of deistic and other leveling influences. Or, as stated by Alexander Campbell in 1841, after describing the French Revolution as an era of terror, atheism and infidelity, "notwithstanding all our sectarian differences, we have yet something called a *common* Christianity . . . in which all good men of all denominations are agreed." A part of this content was a general belief in education for the masses as a means of their moral, spiritual, and cultural uplift.

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The state had thus accepted "a sort of general Christianity" in moral and educational matters. Hence, the provision of the constitution of 1851 which permitted individual churches and sectarian denominations to acquire real estate in excess of two acres in incorporated towns and of thirty acres in the country, as formerly. In keeping with Jeffersonian principles, the general assembly was however again forbidden to grant charters of incorporation to churches, and the provision denying membership in either branch of that body to "a minister of the gospel or priest of any religious denomination" was retained.

The absence of certain elements from the existing system was as significant as was the content. This was notably true of teacher training institutions. Though Thomas Jefferson had, as early as 1779, indicated the need for professionally trained "masters"; though school boards had, since 1823, urged the need for them; though Virginians generally deplored the use of "Northern renegades" to teach their youth, in 1860 there was not a single institution in the state devoted exclusively to the professional training of teachers. Before the establishment of normal schools in New England, the University of Virginia, Virginia Military Institute, and a number of colleges and academies had however received subsidies from the literary fund to use for training teachers, but they received little instruction in the theory and practice of teaching.⁶ In other words, teaching was not a profession.

Nor did the code of 1860 contain a word on teacher certification! Reflecting church influences, certain special acts forbade the employment of morally unfit teachers, as determined by employing boards, but no teacher was subjected to a formal examination to determine his scholastic fitness. Moreover, the demand for such requirements had declined in the decade immediately preceding 1860.

As determined by present standards, the practices regarding the education of Negroes were deplorable. A law of 1805 forbade overseers of the poor to require black apprentices to be taught reading and writing, and a law of 1819 forbade the teaching of Negroes or free mulattoes and provided for the punishment of an offending teacher, black or white, by a fine of three dollars and costs or by twenty lashes on the bare back for each and every offense. In 1831 the fine was increased to a maximum of one hundred dollars. Nevertheless, a few Negroes were enrolled in the common schools, and both free Negroes and Negro slaves were taught here and there in Sunday schools. For instance, Thomas J. Jackson taught a Negro Sunday school at Lexington, and at or about the same time children of Negro slaves were being taught to read in the Sunday school of Old Rohobeth Church near Union, Monroe County, in present West Virginia. To this day some of her Negro leaders attribute their progress to the educational opportunities which their parents had there.

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The above described practices and conditions reflect the general situation in Western Virginia in 1860. The Civil War only suspended them, and inasmuch as many of the new state makers attributed many of their ills to the inadequacy of the former educational system, they were eager to establish a more adequate one. In this they shared the desire of Virginians generally, for as stated by Maddox, "Virginia was [in 1860] on the eve of accepting the free school idea in its fullest." Apropos of this point, it is recalled that Governor Wise and others were then urging immediate action. As already indicated, one of the chief deterrents was the general suspicion regarding Abolitionists.

PRIMARY AND ELEMENTARY EDUCATION

1. UNDER THE RADICALS

A. FUNDAMENTALS

More than any other group or single influence, the "Northern" Methodists determined the fundamental law of West Virginia's first public free school system. Ten of the delegates who made the constitution were either Methodist preachers or Methodist exhorters, and one of them, the Rev. Gordon Battelle, was chairman of the convention committee on education. Although he was a graduate of Allegheny College in Meadville, Pennsylvania, he was not dominated by extreme Northern ideas and influences. Instead, he depended largely upon his own experiences. Thus motivated, he discarded data previously gathered on the educational systems of Ohio and Pennsylvania as inadequate for his purposes and appealed to his friend and former associate, the Rev. Alexander Martin, then a professor in Allegheny College, who like himself began his professional career in northwestern Virginia.

Without delay, the Rev. Martin addressed himself to the task imposed by the Rev. Battelle and two weeks later he was in possession of "An Outline of a System of General Education for the New State" which was at once brought to the attention of the convention and the public.

For present purposes explanatory statements of the "Outline" are more significant than the contents. Among other things, the author was certain that Virginia had no need to copy servilely from anyone in matters of education. Although her primary and elementary schools were admittedly defective, he considered her educational accomplishments second only to her contributions to the American Revolution. In support of this claim he called attention to the reports of the second auditor, to the educational interests of Washington, Jefferson, and other Virginians, and to the existing school sentiment as voiced in the proceedings and the memorials of "large assemblages of the people." Under such conditions he believed that all that was needed by the proposed new state was an agreement upon a "comprehensive, simple, economical, and efficient plan." If

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such a plan could be accepted and adopted to "her own circumstances", the Rev. Martin believed that the new state might "in some respects move in advance of all others."

Assuming that "the education of the people is . . . the only exhaustless mine which the state possesses" and that there was no other subject on which the people were so entirely agreed, the Martin Outline indicated that the schools of the new state should be "as free as the air . . . and the light of heaven." To that end, he suggested that the cost should be "defrayed" by a general state property tax, by the income from a permanent literary fund, and by local taxes equal to the aggregate of all state revenues for public school purposes. The system of administration embraced local officers, county superintendents, a general superintendent, and a state board of education.

By following this outline and the general principles thus set forth, the Rev. Martin was confident that the new state would have "the sheet anchor of the best school system in existence," provided it did not become too centralized. To avoid this he, in keeping with Jeffersonian precepts, recommended that each county be divided into school districts comprising from two to ten square miles each, and that the districts be administered by three voter elected directors. Such a system would, he thought, produce "unity, spirit, and efficiency."

As anticipated in the Martin Outline, the convention gave major attention to financing the proposed system. Leading the way, the committee on education proposed to divert to a permanent school fund all "the revenues accruing from any stock owned by this State in any bank or other corporation, or the proceeds of the sale of such stock" and "the proceeds of any taxes that are now, or that may hereafter be levied on the property or revenue of any corporation." The first of these proposals contemplated an adjustment with Virginia whereby the capital stock then owned by her in banks or in railroads in the proposed new state would become the property of the latter. The primary purpose of the second proposal was to legalize a privilege or bonus tax, in addition to the regular property tax, on corporations.

Although no delegates opposed the public free schools, the committee proposal divided the convention personnel into the progressive, or public school, and the conservative, or internal improvement, groups. While repeatedly avowing a desire for a permanent literary fund, the latter group, led by Van Winkle of Wood and by Brown of Kanawha counties, wished to build slowly and to defer establishment of a school system until the bonded indebtedness of the new state could be determined. Their opposition to the proposed tax on bank and railroad stocks was on the ground that all such stocks then owned by the state were both legally and morally pledged for the payment of her bonded indebtedness. They opposed the proposed privilege tax on corporations on the ground that it authorized

double taxation which they claimed was both illegal and unjust. Moreover, it was claimed that such a tax evinced an "unthinkable and short-sighted hostility" toward non-resident capital which they claimed needed to be attracted rather than repelled as a means of reclaiming the state from an arrested development.

In answer to these arguments the school group, led by Battelle, claimed that any state-owned stocks, though legally designated as surety for bonded indebtedness, were in the last analysis no more pre-empted either legally or morally for that purpose than was private property subject to taxation. Moreover, it was claimed that all such stocks were then valueless, if indeed they had not already been diverted to military purposes.

The most forceful argument of the school group was to the effect that the greatest need of the proposed new state was an intelligent body politic. On this point attention was called to the fact that the great immigrant movements of the decades immediately preceding, had tended to bypass western Virginia and to move into the Middle West, there to establish new states and public free school systems on a grand scale. It was claimed that an effective free school system would retrieve some of the resulting losses.

As finally drafted, the constitutional provisions governing the creation of the school fund were conservative victories. The proceeds from the sale of stocks owned by the state in banks or other corporations were applied to the liquidation of the public debt, and the state was forbidden to become a stockholder in any bank. The growth of the school fund was thus restricted to proceeds from the sale of forfeited delinquent, waste, and unappropriated lands, of lands forfeited to the state for the non-payment of taxes, of grants, devises, and bequests made to the state; to the state's share in the Virginia Literary Fund or in moneys, stocks, and property owned by her for educational purposes; to estates escheating to the state and accruing to her in the case of persons dying without wills or heirs; to military exemption funds; and to such sums as the legislature appropriated from time to time. The proposed tax on the revenues of corporations was restricted to such corporations as "may be . . . hereafter created." The only hope for a large school fund was therefore in possible legislative appropriations and in taxation.

The discussion next shifted to a committee recommendation requiring the legislature "by all suitable means" to establish, "within three years from the adoption of this Constitution," a "thorough and efficient system of free schools." Although no voice was raised against the proposed system, the line of cleavage in the convention membership previously indicated continued. Generally, the conservatives wished to extend the time for the proposed establishment. On the other hand, the progressives defended the committee proposal, but Powell of Harrison was willing to extend the time five years, provided the legislature acted within that

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period. Although his proposal was rejected, the discussion incident thereto indicated that no efficient and thorough going school system could be established under the existing conditions in five, or ten, or a greater number of years, for, as stated by Van Winkle, the convention had learned that "it is no child's-play setting up a new state."

The crux of the matter was further revealed in discussions of proposals for financing the proposed system. As recommended by the committee, this was to have been accomplished by the use of the income from the invested school fund, the proceeds from fines, forfeitures, etc., of at least half the total capitations, and of "such an additional sum derived from taxation on property as shall, with the sums raised for school purposes in the several townships, cities, and towns, . . . be sufficient to provide primary instruction in free schools, during at least three months in each year, to the children, between the ages of six and twenty-one years, of all the citizens of this State." Chief dependence was of course on the general property tax. It was hoped that the resulting revenue would make possible the establishment of the proposed system at once.

On the other hand, the conservatives argued that the school fund should be used annually as collected and that the rate of the general property tax for school purposes should be limited. When they carried an amendment for that purpose, Battelle, declaring that "the bottom" had been "knocked out of this whole scheme," substituted for most of the remaining report of the committee a short paragraph covering only general principles. Despairing of the convention, his purpose was evidently to carry the whole matter to the legislature. As finally adopted, the constitutional provision was:

The Legislature shall provide, as soon as practicable, for the establishment of a thorough and efficient system of free schools. They shall provide for the support of such schools by appropriating thereto the interest of the invested school fund; the net proceeds of all forfeitures, confiscations and fines accruing to this State under the laws thereof; and by general taxation on persons and property, or otherwise. They shall also provide for raising, in each township, by the authority of the people thereof, such a proportion of the amount required for the support of free schools therein as shall be prescribed by general laws.

As that part of the committee report suggesting a series of officials and indicating how they might function as a "State Board of Instruction", had met with favor, Battelle retained it. The legislature was thus authorized to provide for the election of a general superintendent of free schools, of county superintendents, and of township officers and to organize a state board of instruction. Soper of Tyler County proposed to make the secretary of state temporarily the state superintendent of schools, as in the neighboring states.

A final clash between the groups came when the convention considered a proposal requiring the legislature to "foster and encourage moral,

intellectual, scientific and agricultural improvement". Brown of Kanawha proposed to insert between the words "agricultural" and "improvement" the words "an internal". It was not until Battelle accused Brown of not being "exactly courteous" in seeking "to saddle our poor report . . . with this great and overshadowing question of internal improvements," that he withdrew his amendment. Thus Battelle's proposal became a part of the constitution, along with another requiring the legislature to make "suitable provision for the blind, mute and insane" and for "the organization of such institutions of learning as the best interests of general education in the State may demand." The constitution was silent on the subject of education of Negro youth.

Incidents in the convention debates are significant. In the first place, practically every phase of the state bonded debt was discussed.⁷ Throughout, the internal improvement interests of the Kanawha Valley, together with the corporate capital of the entire state, even the health resorts of Greenbrier County, were covertly active. While admitting mistakes and failures, the educational achievements of the mother state were praised. Almost without exception the delegates seemed to think that she was then on the point of doing better. The provisions for the blind and the deaf at Staunton made Brown of Kanawha County "love the old mother state".

Such sentiments explain, perhaps sufficiently, why even the progressive leaders in the new state movement preferred to build upon what they had. After all, their best traditions were those of the American Revolution, as handed down to them through the slave-holding aristocracy of Virginia and perpetuated by their own evangelized citizenry. As these leaders were experiencing and had perhaps anticipated, their greatest handicap was corporate wealth with its realistic Northern bred and impelled leadership.

B. THE NEW SYSTEM

Details of the new system were left to the legislature which also appealed to the Rev. Martin for guidance. In response to a letter for that purpose, he apprised the Rev. S. R. Dawson of the house committee on education of the "Outline" prepared for the Rev. Battelle two years before, and again advised that the new system be adapted, "with slight amendments," to the law of the "Old State." Inasmuch as not one of the states, even the most advanced, then had a workable system, he advised that the necessary time be allowed to develop one. For that purpose, he suggested "a suitable commission" authorized to study the "systems in use in America and in foreign states." Chief emphasis was, however, upon the claim that a "thorough and efficient" system was a product of experience rather than of legislative enactment.

The first school law of the new state was determined largely by A. F. Ross, former professor in Bethany College, former principal of West Liberty Academy, and then chairman of the house committee on educa-

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tion. As the governor had suggested no plan and as the current discussions were sporadic and confusing, those responsible for action had no guidance other than their own experience and the Martin Outline. To what extent, if any, the latter may have influenced the law, as finally drafted, is veiled in uncertainty. As approved on December 10, 1863, it followed closely the report of the house committee, as drafted by "Professor" Ross.

The general purpose was to provide the means of instruction for a term of six months "for all the youth of the state, in such fundamental branches of learning as are indispensable to the proper discharge of their social and civic duties." In keeping with Jeffersonian traditions and the suggestions of the Rev. Martin, the township was the unit of administration and control, which was vested in voter-elected commissions of three members, each chosen annually in the regular April election. In their corporate capacity, the commissioners were authorized to employ certificated teachers and to fix their salaries; to determine the subjects, not specified by law, to be taught; to erect and maintain school buildings; and to collect all school revenues and make annual settlements therefor. With the approval of two-thirds of the voters, commissioners were required to establish central or union schools for the higher grades. The clerical work of each commission was vested in a secretary of its own choosing. This arrangement applied to the entire state, except Wheeling which functioned, as in the pre-war period, as an independent district with a different organization from that of the rest of the state.⁸

Under the new system, the county superintendent was an important official. Like the commissioners, he was elected by the voters but for a two year term. Among other things, he was required to examine and certify teachers, to visit all the schools under his control at least three times in each six months, to aid and direct teachers in professional improvement by the organization of teachers' associations and institutes, to secure, as far as possible, uniformity in the textbooks used in his county, and to receive and revise reports from the several township boards and report the results to the general superintendent of free schools. For this he was to receive a salary of "not less than one hundred nor more than five hundred dollars, . . . as justice and right may require."

The school law prescribed the duties of school commissioners and county superintendents and said little about their qualifications. Teachers were however required to be certificated and of good moral character. Although some of the leaders, notably General Superintendent White, earnestly desired to put teaching on a professional basis, after 1865 the Radical controlled legislature was more concerned with questions of loyalty to the state and the Union. Thus the scholarship and professional training for county superintendents and teachers continued to be neglected. Instead, they were required to take the several oaths prescribed for state officers.

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In 1867 special test oaths were prescribed for officers and teachers. Thus thousands of persons were debarred from participation in educational activities.

In keeping with the short ballot then in use in Virginia, the general superintendent was to be elected by joint ballot of the legislature and for a two year term. Out of deference to those who wished delay, the first election was postponed until the first regular session, that beginning on the third Tuesday of January, 1864, and was for the unexpired term beginning June 1, 1864, and ending March 3, 1865. The salary of the general superintendent was fifteen hundred dollars, but he was to have in addition thereto a rent free and a furnished office at the state capital. His chief administrative duty was the supervision and instruction of county superintendents, and he was to have general supervision of the entire system. For the former purpose he was required to convene the county superintendents within each of the several judicial districts at least once a year and to instruct them professionally. He was also required to address the public from time to time on educational matters. Moreover, he was required to make annual reports to the auditor covering the number of youth in attendance and on the general condition of the schools of the entire state. His chief general duty was "to aim at perfecting the system of free schools." Hence, he was required to correspond with educators and to familiarize himself with the systems then in use in other states and in other countries.

In determining the sources of revenue for the new system the personnel of the legislature divided along the same lines as had the constitutional convention. Generally, conservative legislators wished to postpone action as long as possible. In any event, they were determined to limit authorized levies, both state and local. If Louis Ruffner of Kanawha County could have had his way, the system would not have gone into effect before April, 1866, "and not then unless the voters of the state had assented thereto" in an election. Ruffner succeeded in deleting a proposed millage tax and, after failing to make the state levy five cents on the hundred dollars valuation, he succeeded in fixing it at ten instead of at fifteen cents, as proposed. Although the term was to be six months where desired, the township levies could not exceed ten cents on the hundred dollars valuation.

The alignment on the only other controverted subject, that to provide schools for "free colored children", was entirely different from that on revenue proposals. Primarily for economic reasons delegates and senators from counties and districts having few or no Negro residents were opposed to such proposals and, for like reasons, to permitting free Negroes to come into the New State. Despite these objections, the legislature required boards of townships having eligible colored children in excess of thirty to provide for their education but in separate buildings from those used for white children. When the average daily attendance of any such

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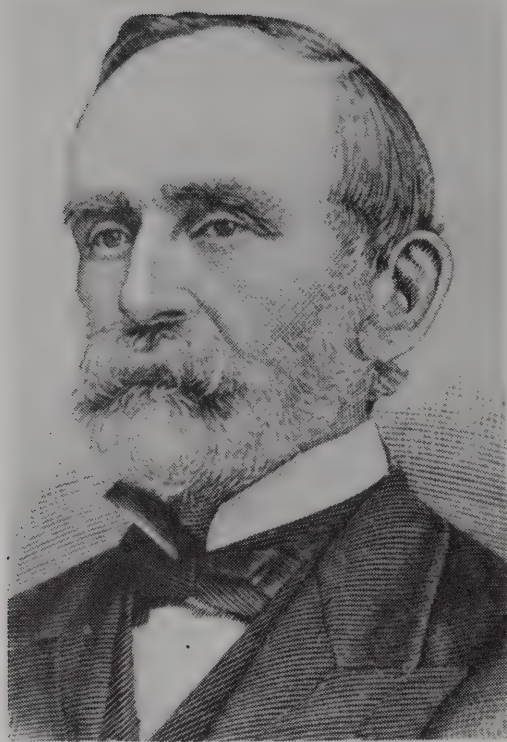
school fell below fifteen, the board was required "to use the money raised on the number of colored children" in such a way as the board "shall think best". Whether or not such a law, in the absence of a constitutional provision on the subject, permitted coracial education was not determined by the court.

Opposition to the education of free Negroes was most pronounced in the senate, where Daniel Haymond of Ritchie County, which in 1860 had only thirty-eight Negro residents, tried to amend the free school bill so as to require the approval of two-thirds of the voters in an election before a school for Negroes could be established. Defeated in this by a six to twelve vote, he agreed to support the bill as finally drafted, provided his objections thereto were recorded in the *Senate Journal*. They were as follows: "The African being a distant and different nation, as well as an inferior race of people to that of the Anglo-Saxon or white race of people, therefore the bill does embrace two different objects, and is thus unconstitutional."

With the situation thus stated the legislature, on February 16, 1864 proceeded to the order of the day, the election of a general superintendent of free schools. The choice went to the Rev. Wm. R. White of the Baltimore Conference of the Methodist Episcopal Church, then principal of the Fairmont Male and Female Seminary. His only nominated competitor was A. F. Ross, author of the act creating the office for which he was nominated. The vote was: White, 43; Ross, 16; D. B. Dorsey, one; and E. W. Newton, one. Of White's fitness for the place, the *Fairmont National* said, "His whole soul is absorbed in the great work of Popular Education," and praised his scholarship and his success as a teacher.

While not questioning the fitness of Superintendent White, *The Wheeling Daily Intelligencer* regretted editorially that the general superintendency had not gone to "Professor Ross," chief author of the legislative phase of the new system which it, in agreement with "the most eminent scholars and teachers in the East," pronounced "as near as possible, a perfect work." It seemed to the editor that one who had done so well should be permitted to reap "the proper reward."

While Superintendent White was waiting to take over the duties of his office, the public, functioning through voter mass meetings and where the conditions permitted, was dividing counties into townships, electing school commissioners, and establishing new schools. Civil strife prevented such action in central, southern, and eastern counties comprising the major area of the state, but the success in the remaining portion was phenomenal under the circumstances. As indicated in the "Second Annual Report of the State Superintendent of Free Schools" covering the period from September 1, 1864 to September 1, 1865, 133 school houses, representing a total value of \$40,341.75, were in use.^a Excluding eight buildings in Wheeling with an average value at \$303, the other buildings then in use



WILLIAM RYLAND WHITE

General Superintendent
of Free Schools, June 1,
1864-March 3, 1869

had an average value of only \$63. For the most part, they were log structures, poorly equipped and poorly located. They were in fact remnants of the war depleted system, but the people were reported as willing to "shoulder the burden . . . of displacing these relics of an effete social and political era, by such buildings as shall be an index to and appreciation of education." To aid them the report contained architect drawn plans and designs for suitable buildings.

Though the people were reported to be "clamoring for schools and school houses," the new system met opposition which the general superintendent traced to the usual inertia in such matters and to "the financial view of the subject." He insisted nevertheless that "the people must be educated up to that point where they will see the great advantage of being taxed to build school houses and

properly remunerate the teachers of their children." To him money was a matter of "inferior importance" to education for the masses, which because of its generally refining and elevating influences had "peculiar claims on public favor."

Had Superintendent White's viewpoint been generally accepted, West Virginia would not perhaps have fallen behind in educational progress. The beginnings were not however wholly unpromising. Wheeling was then paying male teachers an average of \$139 per month for a term of nine months, and "female" teachers received \$42 a month for a like term. The average for the state was however only \$34 for males and \$27 for females, which was officially described as "totally insufficient to secure the services of first class teachers."

Catholics had meanwhile been active in establishing elementary and primary schools of their own. The first of these was on the former site of St. Joseph's Hospital in Parkersburg and was founded on August 6, 1864, by Sisters of the Visitation. This school flourished from the outset and was later moved to De Sales Heights, Parkersburg. It is now (1948) one of the best Catholic secondary schools in West Virginia. Among other Catholic schools founded in the Reconstruction, together with the dates of their establishment, were St. Joseph's Academy (Wheeling, 1865), Sacred

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Heart (Wheeling, 1866), St. Joseph's Grammar (Clarksburg, 1866), St. Mary's (Wheeling, 1871), and St. Joseph's (Huntington, 1872).

C. FINANCES

The crux of the educational program centered in finances. In the second legislature (1864) an effort was made to standardize the system on a uniform term of six months and to shift the cost from the townships to the state. Alleging that vice and crime, the consequences of ignorance, were statewide, Senator J. H. Atkinson of Hancock County insisted that the remedy, education, should be largely state financed and administered. For that purpose he proposed to reduce the authorized township levies from ten to five cents, provided the state levy were increased by a like rate. In the interest of democracy and in keeping with the Martin Outline, the conservatives were able to defeat this proposal. Because of the great inequalities in taxable property, the constitutionally authorized "thorough and efficient" school system was thus forced to develop in a manner that produced great inequalities.

With the termination of hostilities and the consequent resumption of interest in public free schools, the authorized revenues were found to be entirely inadequate to maintain the legalized six month term and to erect the necessary buildings. Inasmuch as the entire cost of the free schools had been shifted to the public and inasmuch as the buildings formerly used for public and common schools were for obvious reasons no longer available, the need for new buildings was urgent. To meet this need township boards of education were, with the approval of the qualified voters at the regular annual township meeting, authorized in 1865 to levy twenty-five cents on the hundred dollars for teachers and twenty cents for buildings which latter rate did not require approval of the voters.

This arrangement proving inadequate, the 1866 legislature authorized township levies of not less than two or more than five mills on each dollar for teachers, as the voters in mass meeting might determine, but the rate for buildings was fixed at seven mills. These provisions proving unsatisfactory, the 1867 legislature reduced the legal term to four months and required all boards of education to levy fifty cents each on every hundred dollars of assessed valuation for teachers and for buildings. As thus determined the township rates remained constant during the remainder of the period of Radical rule, as did also the state rate of ten cents.

In keeping with a law which was not changed during this entire period (1863-1880) all state school revenues were distributed among the counties "in proportion to the number of youth therein according to the latest enumeration." As the distributions were made annually, the enumerations were taken as often. The first act vested responsibility for this in the township boards which in turn passed it to the teachers of the sub-

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districts. In 1867 the responsibility was vested in the county superintendents and the trustees, who again passed it to the teachers. An act of 1873 returned it to the township boards which were by an act of 1879 authorized to require the teacher or teachers of the sub-district or of an independent district to take the enumeration and attest its correctness under oath. For failure to act, all or a part of their last month's salary might be retained.

For the year ending August 30, 1865, a total of \$67,350 in state funds, including the salary of the general superintendent (\$1,250), was spent on public free schools. Of this amount \$52,020.66 was derived from taxes collected in twenty-six counties, \$4,828.30 from fines and forfeitures, and \$10,500 from interest on the school fund. These funds were distributed on the basis of the enumerated school population, but counties controlled by the Confederates made no returns and received no funds. As the schools for the poor had ceased to function in these counties, they were without public schools of any kind. Moreover, in many counties under effective control of the new state the districts failed to authorize levies, so that it was still necessary to supplement state funds by private subscriptions to provide extended terms. This condition was rather effectively changed by 1870, when the total receipts for public school purposes aggregated \$416,795.31 (\$118,518.70, state and \$298,276.61, township levies), and school properties had an estimated total value of \$1,057,437.94.

By an act of the general assembly of the Virginia Reorganized Government passed in February, 1863, the title to all bank stocks owned by her, within the bounds of the proposed state of West Virginia, was vested in the latter and thus became the basis of her permanent or irreducible school fund, otherwise known as "the school fund." On October 1, 1865, this fund amounted to \$106,122.78, of which \$100,000 was derived from the former literary fund of Virginia. It was then invested in equal moieties in the capital stock of national banks in Wheeling and Fairmont. The remainder (\$6,122.78) was largely an accumulation from the sale of lands forfeited to the state and from redemptions of lands delinquent for the non-payment of taxes.

Through similar accretions and through the transfer of stocks belonging to the former internal improvement fund and additional stocks belonging to the former literary fund of Virginia, the school fund of West Virginia had increased to \$172,023.15 as of October 1, 1867. The transfer of additional stocks had been effected under a legislative act of the daughter state passed that same year, but this act was not deemed sufficient to authorize the transfer of \$30,000 worth of bank stock of the National Bank of West Virginia (Wheeling), then held in the name of the state. This was effected by an act of 1889, under which bank stocks valued at about \$50,000, including accumulated dividends, were transferred, thus

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raising the school fund of the new state to about \$200,000, of which about \$125,000 was from the former literary fund of Virginia.¹⁰

D. ADMINISTRATION

As in the pre-Civil War period, one of the greatest difficulties in making the public schools effective in this period was the neglect and the malfeasance of the school officials, particularly the township commissioners. Of these practices a county superintendent reporting in 1870, said, "This township is nearly lost in obscurity, the enumeration of youths being the only report received from it. I find there has been levy after levy, both for buildings and school purposes, and the money has been squandered by the board. There is not to my knowledge a school house which belongs to the free schools in the township." From experience Superintendent White was convinced that this was not a solitary instance. The "less faithful and efficient boards" had, without legal sanction, compensated themselves for their services; others had failed from year to year to make the required annual settlements and reports; most reports were incomplete and inaccurate; and school levies on large tracts of land in "back counties" owned by non-residents, were not collected.

It was largely with a view to remedying these defects that the 1866 legislature required the qualified voters of each sub-district to meet annually and elect three trustees, who in turn were required to take the oath of office and enter upon their duties five days after they had been notified of their election. The trustees thus drafted were given almost complete control in that they employed all teachers, fixed their salaries, discharged them for cause, and determined the branches of learning, not otherwise prescribed, to be taught. They were also required to visit the school at specified times and to make detailed reports to the township boards.

Physical conditions being unfavorable to the satisfactory functioning of this plan, the 1867 legislature retained the three district trustees but made them appointive by the township boards of education. Responsibility for making the district schools function was however left with the trustees, but in a short time they too became indifferent to their duties and in some cases corrupt. General Superintendent Williams regarded the trusteeship as "an encumbrance upon the school system" and there was strong sentiment for abolishing it entirely. Neither Superintendent White nor Superintendent Williams objected to this, provided the township boards were at the same time enlarged so as to provide one member from each district. Superintendent White would have corrected the situation through the use of a single board of education for an entire county consisting of one member from each township.

Where county superintendents were zealous and capable, the schools made progress; where they were ignorant and indifferent the schools

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languished. There was much criticism of the cost and the inefficiency of this agency, but it was considered necessary for supervision and for a clearance center. The township commissioners having failed to function effectively, the superintendents duties were increased in 1867, but the minimum salary was reduced from one hundred to fifty dollars and the maximum (\$500) was not increased. Superintendent White got encouragement from the fact that young and better equipped men were being elected to the office, but Superintendent Williams would have speeded progress by placing each judicial district of the state under a "thoroughly competent" district superintendent. In 1870 county superintendents were functioning in each county of the state.

Superintendent White ended his official service on March 3, 1869, to become principal of the Fairmont branch of the State Normal School. He was succeeded by H. A. G. Zeigler who died on February 17, 1870 and was succeeded two days later by A. D. Williams, appointed by Governor J. J. Jacob to fill the unexpired portion of the two year term. These officials were each capable and enthusiastic school men in charge of an admittedly important work, but it was years before the general [state] superintendent had a permanent office of his own. Meanwhile he shared an office with the state auditor where he was subject to frequent and trying interruptions. In 1871 he did his own office work and acted as state adjutant general, and that too despite the fact that he was required "to travel the State at Large."

Despite these handicaps and limitations, the educational program made progress. In the first place the privilege to teach was placed upon a certificate basis which distinguished between primary and graded schools. Certification was through formal examinations which could not be satisfied by a college diploma or by a recommendation from the president or faculty of any college or academy. The "professional certificate," first authorized in 1866, was the crowning feature of this period. It was issued by the general superintendent to teachers who had received three grade one certificates in succession and been recommended by the county superintendent; it was good for life and valid throughout the state and was a badge of distinction which bore the seal of the general superintendent's office. An act of 1867 authorized five grades of certificates and provided for separate certification of primary and high school teachers. Except where superintendents held their examinations privately and made farces of them, standards were improved.

Because of the "constant change in the textbooks and the enormous expense attending it," the provision of the school law of 1863 determining their adoption was amended in 1865. Under the new law, the state superintendent was required to "prescribe a series of classbooks to be used in the free schools throughout the state" instead of as before, leaving the desired uniformity "as far as practicable," to be worked out by the county superintendents.

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While complying in good faith with this requirement, Superintendent White thought the selections should be by "a few practical teachers" who should, at the same time, prepare a course of study. Except to reflect a budding professional viewpoint, nothing came of this recommendation, and the statute continued to be ignored, as indicated by the fact that all kinds of reader texts from Robinson Crusoe to the Bible were in use in 1870. It was "almost impossible to get the State series" in sparsely settled areas where merchants palmed the cheapest and most worthless texts "off on the schools contrary to the intention of the law." Therefore, the general superintendent recommended the enactment of a law making the sale of any but the uniform series of texts a misdemeanor, but the recommendation was opposed on the ground that it deprived parents of the "sacred right to say what books shall and shall not be placed in the hands of children."

As many of the teachers were "frightfully ignorant" and as some of them were castoffs from neighboring states, particularly Ohio, superintendents tried to improve them. "Though novel," the institute, Superintendent White's "itinerant normal," seemed to point a way. Accordingly, he asked the legislature for an appropriation to pay instructors. The request being denied, the county superintendents of Harrison, Kanawha, Marion, Monongalia, Ohio, Preston, Ritchie, and Upshur and the teachers of Wheeling financed their own institutes. As lecturers were then willing and even eager to work for mere pittance, a \$1,000 grant from the Rev. Sears of the Peabody Fund kept the movement alive. Superintendent Williams was an institute enthusiast, and a score or more institutes were held in the summer of 1870. Among visiting instructors were E. E. White, former state school commissioner of Ohio; Superintendent William Mitchell of Columbus, Ohio; and Professor Robert Kidd, an elocutionist of rare ability.¹¹

E. ACCOMPLISHMENTS

Although the procedure was largely by the trial or error method, the Radicals had accomplishments to their credit. In addition to those already noted incidentally, the school enrollment increased 15,720 in 1870 or forty per cent over the previous year, which, together with the fact that 260 of the 495 school houses built that year were log structures, was officially interpreted to indicate that the free schools were "gaining a foothold in the back counties." At the same time, graded schools were being established in the towns and villages, and the average term had lengthened from 2.7 months in 1865-66 to 4.1 months in 1869-70. There were then 2,257 schools taught by 2,405 teachers (1,764 men and 641 women); there were 2,113 school houses, of which number 1,104 were frame, 17 stone, 68 brick, and 904 log structures; the total annual expenditure for schools was about \$470,000, of which about \$210,000 was for buildings; public school property was valued at \$1,060,000; and the average monthly salary for teachers was \$31.79.

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These accomplishments were not, however, the results of a democratic system functioning through township mass meetings under the act of December 10, 1863, as has been generally supposed. After a few years experience, this system was found to be ill-suited to a sparsely settled and mountainous area. As a consequence, it was completely revised in 1866. Under the act then passed responsibility for the district schools was vested in voter-elected trustees. Chief responsibility was, however, vested in the township boards of education, which were required, without reference to the voters, to determine, within specified minimums and maximums, the levy for buildings and to fix a rate for teachers. The powers of the voters having been thus reduced to a minimum, they were all but abolished in an amendatory act of 1867, which authorized the voter elected township boards to appoint the trustees and to determine all levies within legally specified limits.

2. UNDER THE LIBERALS, 1870-1880

A. REVISED FUNDAMENTALS

As the result of a "letup" movement sponsored by liberal Republicans and liberal Democrats, Democrats gained political control of West Virginia in 1870. At once they repealed the existing disfranchising and disabling acts applying to ex-Confederates and their sympathizers, thus making it possible for a larger number of persons to share in the benefits, as well as in the responsibilities, of the public free schools. Generally, the residents hailed the opportunity with delight, but with some it turned to fear when the voters authorized a constitutional convention dominated by ex-Confederates. Anticipating a reaction, the Rev. Sears withheld Peabody Fund aid, but William K. Pendleton, a professor in Bethany College and a Jeffersonian idealist of Virginia origin, assured him that there was not "the least cause of apprehension from the convention" and that there was not "a person in the new state who would dare to raise his hand against free schools". The numerous protests against public free schools which appeared in pro-Southern newspapers, notably the *Spirit of Jefferson* (Charles Town, Jefferson County), during the period 1865-72 were provoked by the excesses of Radical Reconstruction and not by opposition to the principle of free schools, as indicated by the fact that Jefferson County had gone as far in developing them as any county in the new state.

Thus the new constitution neither "de Yankeeized" nor "de Jeffersonized" the established educational system as erroneously claimed. Instead, it legalized the status as determined by years of experience. Generally, former pro-Southern sympathizers regarded this as a triumph for the Democrats, which needed to be guarded carefully to prevent Radical Republicans from making political capital of the public free school by defeat-

DESTRUCTION AND RECONSTRUCTION, 1861-1880

ing levy referendums and thus incensing the voters against the party in power. Claims of Radicals to the effect that school houses built under their regime had been "abandoned to the bats" were pronounced political clap-trap and answered by statistics from official reports.

Whatever the determining causes, the new constitution, in the exact language of the old one, required the legislature to provide by general law for "a thorough and efficient system of free schools". Moreover, in doing so not a voice was raised against them, even for Negroes. In like manner the townships were purposely retained "until changed in pursuance of law". As in the first constitution, the legislature was required to "foster and encourage moral, intellectual, scientific and agriculture improvement". Whenever practicable it was required also to provide "for the blind, mute and insane, and for the organization of such institutions of learning as the best interests of general education in the State may demand."

Such changes as were made in the constitution were the products of experience and of a desire to extend the benefits of education to the whole state rather than to any section or sections as since claimed by historians and others. For instance, establishment of additional independent districts was forbidden, except where and when authorized by a majority of the active voters; continuance of the office of county superintendent was made optional with the legislature; segregation of white and Negro youth for purposes of education was required; teachers and school officials, except authors, were forbidden to be interested in the sale, proceeds or profits of any book or other thing used in the schools; neglected parts of the state having been provided for, the legislature was forbidden to make appropriations to any state normal or branch normal not then functioning or chartered; and it was authorized to provide for county superintendents and such other officers as it considered necessary to maintain the required system.

The greatest change converted the "general superintendent" into a "state superintendent", extended the term of the latter to four years, and made him an elective officer and a member of the state "Executive Department". This change brought the office into politics in a large way and thus nullified the professional objectives of the founders. By formal resolution the State Teachers Association objected to this change and asked that the Association be authorized to "designate some able, efficient and practical educator" for the state superintendency.

While the new constitution left the sources of the school fund unchanged, it took precautions with respect to its security. For that purpose administration was vested in the newly created "Board of the School Fund", consisting of the governor, the state superintendent of free schools, the state auditor, and the state treasurer who, in their corporate capacity, were required to invest the school fund in interest-bearing United States

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or West Virginia bonds. But in case such securities were not available, they were permitted to purchase other solvent interest-bearing securities. Except that the proceeds of all capitation taxes were diverted to the free schools, the provisions for their support were the same as in the first constitution.

B. THE REVISED NEW SYSTEM

As in 1863-64, the constitution was motivated by legislative enactments. The complete revision of 1872-73 was followed by lesser ones in 1877, in 1879, and again in 1881. Even then there were "some defects" and "a few ambiguities" which the state superintendent thought ought to be remedied. But he recognized that no law embracing so many details could be expected to please everybody. Moreover, there was difficulty in adopting general laws to a state with widely diversified social and geographical areas.

First of all the new code redefined the powers and duties of the state superintendent; the county superintendent was retained, as were also the townships and the sub-districts; as formerly, the townships were administered by three voter-elected commissioners, but control of the sub-districts was vested in one voter-elected trustee instead of in three commissioner-appointed ones as formerly; the collection and disbursement of school revenues were vested in the county sheriffs; as under the Radicals, provision was made for the separate education of white and Negro youth; textbooks were prescribed by their respective titles and authors; the minimum legal term of four months was retained, but districts with sufficient revenue were permitted to exceed it; the maximum levy of fifty cents for teachers was retained, but that for buildings was reduced from fifty to forty cents; additional levies of fifteen and thirty cents were authorized for voter approved graded and high schools; but their establishment was left optional with the township boards which were authorized to establish also joint schools for the accommodation of two or more districts.

The changes in the new system were influenced by the current notions of democracy and economy. This was notably true of the county superintendent who under the revised system was little more than a clerical official. As indicated by leaving the immediate supervision of schools optional with him, his professional service was reduced to a minimum. His salary could not exceed \$300 in any county, but he was allowed three dollars a day extra for his services as chairman of the county board of examiners. Despite the fact that his duties tended to increase, the reactionary legislature of 1879 further increased them and at the same time reduced his salary. Under the new schedule the salary in counties with less than fifty teachers was \$75 a year; in those having fifty to seventy-five schools, it was \$100; and in those with more than seventy-five, it was \$125.

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With a view doubtless to making it possible for the county superintendent to function on this salary, he was at the same time permitted to teach without a certificate. He thus became a regular school teacher rather than a professional supervising officer. With a view to further supplementing their incomes many superintendents taught "select" schools, in which they, as head teacher, associated with themselves one or both of the other members of the county examining boards. When the examiners were all members of the same political party or of the same church, as they generally were, teachers adhering to other parties and to other churches labored under some restraint.¹² Official supervision and guidance were thus reduced to a minimum, and the quality of the schools depended largely upon the initiative and resourcefulness of the individual teachers.

As indicated in the legislation affecting the trusteeship, the powers and duties of the township commissioners tended to increase. In 1873 one voter-elected trustee was substituted for three board-appointed ones. Under the new arrangement the single trustee was largely responsible for the district school. Among other things, he appointed the teacher or teachers. He was also required to visit the school from time to time, to provide it with supplies such as fuel, buckets, and brooms, and to cause the enumeration to be taken, but he could not fix salaries which were determined by the township boards.

This arrangement proving unsatisfactory, the 1877 legislature authorized the township boards to appoint three district trustees who functioned somewhat after the manner of the single voter-elected trustee under the act of 1873. However, after two years the single trustee was restored, but he was appointed by the township boards which not only determined teachers' salaries with respect to the grades of certificates but also appointed the teachers. Although it was still permissible for a trustee to discharge a teacher for neglect of duty, he had in fact become a mere custodian of the school property.

Because of a proneness to graft on the part of the township school boards, the county sheriff was in 1873 made the collector and the disburser of all school revenues, but in a short time he too learned the art of "shaving" school orders and of temporarily diverting school revenues to his private uses. To correct such practices the legislature in 1877 subjected sheriffs and all tax collectors to forfeitures of five times the unauthorized deductions and to a fine of not less than one hundred nor more than five hundred dollars for each offense.

C. FINANCES

In keeping with the conservative tendencies incident to the Panic of 1873 the state school levy remained constant at ten cents during this period. The maximum district levy of fifty cents was also unchanged, but the actual levies varied from county to county as determined by their

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respective wealth and programs. For instance, ten wealthy counties with an average levy of 18.5 cents for 1873-74 had an average term of four and one-half months, whereas ten poorer counties with an average levy of 39.5 cents had only three and one half months. Furthermore, the average levies of all the counties, aggregating about sixty cents for schools and buildings, plus the state levy for the same year, would have produced a total of about \$1,000,000, but under the current practices the total was only \$657,000 which did not include \$83,000 in capitations.

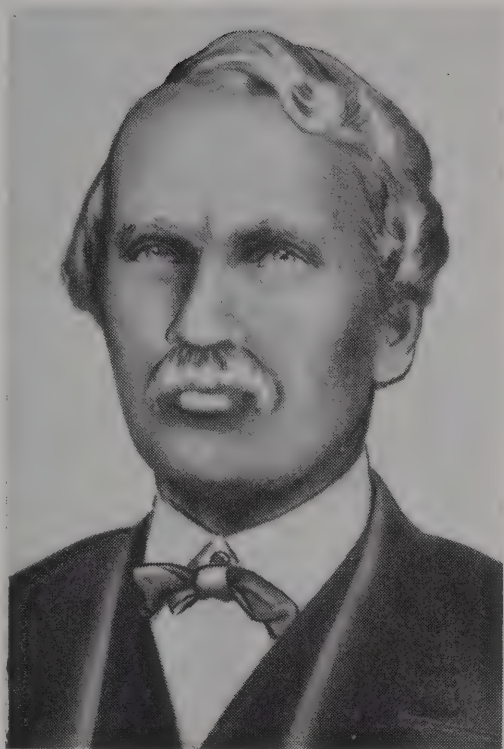
In adhering to these inequalities West Virginia was most inconsistent. One of the chief grievances of her former residents against the mother state was that she had taxed the many to educate a few. In turn, the daughter state adhered to the same practice, except that instead of favoring landed aristocrats and the indigent poor, she favored "Ironheaded Industrialists," as residents of the Ohio River counties were sometimes called. From time to time rural units protested against this situation, but they were helpless. More than anything else perhaps these inequalities retarded educational progress in a large part of the state.

This development was in face of the fact that the constitution required the legislature to provide a "thorough and efficient" system. Instead, the actual system, beginning under the Radical leadership which refused to shift the tax burden from the local units to the state, was much like a lot of tumbled down shanties and hovels with here and there a fine house. From the standpoint of a statewide system the "fine house" was a hurdle. To scale it "Citizen" in a letter to the *Wheeling Register* for November 9, 1878, suggested that the constitution be enforced. For that purpose, he would have made the county the administrative unit.

Instead of enforcing the constitution, industrial and agrarian interests took advantage of the depressed economic conditions following 1873 to escape tax burdens. Worse still perhaps, they cultivated a poverty complex from which the state has not yet recovered. In response thereto the 1875 legislature exempted certain farm products from taxation, together with the products of mines, salt wells, oil wells and all manufactured products resulting from mechanical skill and labor. Taking advantage of tax exempt charters granted by Virginia, railroads were meanwhile paying mere pittance in taxes. As a result of these exemptions and practices the total assessed valuation for the entire state in 1883 was about \$11,000,000 less than in 1875, but the legislature, ignoring repeated requests from the governor, failed to correct the situation.¹³ Thus the entire educational system, including the state normal schools and the University, languished for lack of financial support.

D. ADMINISTRATION

Although the state superintendent was a professionally trained official during parts of this period, he was at other times a lawyer-politician.



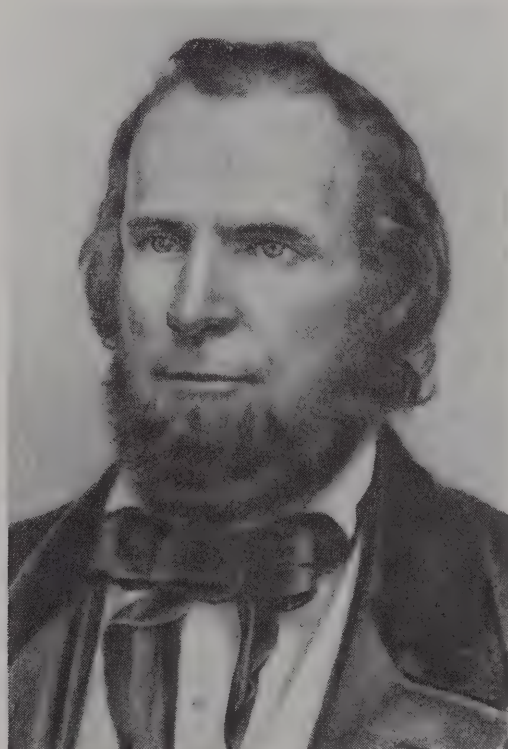
H. A. G. ZEIGLER
General Superintendent of
Free Schools, March 4, 1869-
February 17, 1870



ALVIN D. WILLIAMS
General Superintendent of
Free Schools, February 19, 1870-
March 3, 1871



CHAS. S. LEWIS
General Superintendent of
Free Schools, March 4, 1871-
December 31, 1872



WM. K. PENDLETON
State Superintendent of
Free Schools, January 1, 1873-
March 3, 1873; 1877-1881

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In 1870 Superintendent Williams, a preacher-educator, was replaced by the Hon. C. S. Lewis, a lawyer, who resigned on December 31, 1872, to accept a circuit judgeship. To succeed him Governor Jacob, who was not in complete accord with the personnel of the changing order, named Professor W. K. Pendleton of Bethany College, but the politicians failed to nominate him to succeed himself. Instead, they chose the Hon. B. W. Byrne, a lawyer-politician-educator, who favored only "a moderate increase in the state school levy," whereas most educators favored an appreciable increase. *The Educational Journal* noted the results in comments on the "sluggishness and negative apathy" of the state superintendent's office.

Under depression conditions educational progress tended thus to be stationary during Superintendent Byrne's term of office, and the last year was featured by a near scandal in the granting of teachers' certificates. The resulting resentment was largely responsible for the election in 1876 of Professor Pendleton, a stickler for high professional standards. But the politicians by a resort to ripper legislation deprived him of the power to make his office effective. Under a legislative act of February 20, 1877, he was however able to shift the duties of the adjutant general and the quarter master general from his office, where they had reposed since 1871.

The certification of teachers was a perplexing problem which, because of the current opposition to the normal schools, failed to approach a professional solution. Until 1873 certification was vested in the county superintendent, but this practice led to private examinations which in many cases were farces. As an antidote to the resulting low standards Superintendent Pendleton maintained that nothing contributed to teaching efficiency quite so effectively as "frequent and well conducted examinations." It was largely to prevent secrecy, as well as to raise the teaching standards, that certification was in 1873 vested in a three-member county board composed of the county superintendent, exofficio chairman, and two experienced resident teachers. At the same time the same kind of remedy was applied to the corruption and laxness in granting professional certificates through the office of the state superintendent.

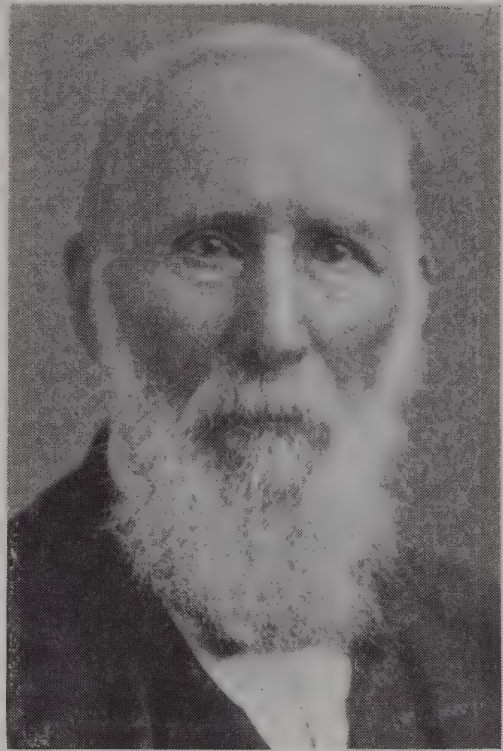
A more progressive step in this matter was that under which, beginning in 1873, diploma certificates were issued, without examination, to graduates from the professional departments of the state normal schools. These certificates were valid for life and anywhere in the state, but when the normals were under fire in the later 70's, they came into disfavor, as did also the professional certificates.

Chief objection to the professional certificate was the low standard in granting it. An example of this was displayed in the state examination at Mannington in August, 1876, when every applicant, including a number of inexperienced girls, was successful. As a consequence a protesting

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teacher maintained that "professional teachers" were as numerous in parts of West Virginia "as were the frogs about the plantations of Pharaoh in the days of the Plagues."

The resulting dissatisfaction was responsible for the legislation of 1879 which reduced the number of grades of certificates from five to three, abolished the state board of examiners, declared certificates earned through graduation from a state normal school equivalent to a number one certificate issued by a county board, and vested the authority to issue certificates of whatever kind in county boards chairmanned by county superintendents. A professional concession to experience exempted teachers who had received three number one certificates in three successive annual examinations from an examination during the three ensuing years.



BENJAMIN W. BYRNE
STATE SUPERINTENDENT
OF FREE SCHOOLS
1873-1877

Results of the lawyer-educator leadership were reflected in the comparative indifference to teachers' institutes and the consequent lukewarmness of the Rev. Sears toward them. Obsessed by an aversion to professional training, the legislature declined to appropriate even a pittance for institute instructors, and interest lagged generally during the incumbency of Superintendent Byrne. But for the curtailed subsidies from the Peabody Fund, institutes might have ceased to function, as indicated by the fact that only three were held in 1873, only six in 1874, and only eight each in 1875 and 1876. In each case the financing was by the Peabody Fund at the rate of one hundred dollars for each institute.

With the election of Professor Pendleton to the state superintendency in 1876 teachers' institutes again came into favor. An act of February 28, 1877 extended the school month to twenty-two days, two of which were given by each active teacher to compulsory attendance in a "district institute," but without additional pay, the chief purpose being to supply needed training, both academic and professional. Despite this purpose, the requirement became increasingly unpopular, but Superintendent Pendleton was insistent upon the value of the institutes. He was not however, committed to the district system, and the 1879 legislature substituted the county system for it.

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Under the new law, which became the pattern for about a quarter century, the state superintendent, with the aid of the county superintendent, was required to hold one or more institutes in each county for a five day session in either July or August. He was also required to prepare a common course of study for the guidance of institute instructors, the beginning of the later popular institute program. Attendance was not compulsory. Instead, the institutes were to be made attractive through use of experienced and skillful instructors which the state superintendent was required to provide. Their compensation was restricted to twenty-five dollars for each institute, and the annual state appropriation for that purpose was only \$500.

Fortunately, the county institutes had the approval of the Rev. Sears who in 1879-80 used \$3,000 of the Peabody Fund to finance them. Together with the \$500 appropriation from the state, this was sufficient and in 1880 "one institute was held in every county as required by law. In some large counties . . . two were held." The experiment was favorably received, and the 1881 legislature again made institute attendance compulsory. Otherwise there were no important changes in the act of 1879 for a number of years.

The textbook problem required increasing attention. The chief concern was to secure a desired uniformity. For that purpose the 1873 legislature again prescribed a uniform series and required the state superintendent to see that no other books were used. Among the texts thus authorized were Mitchell's geographies, Harvey's grammars, Ray's arithmetics, and McGuffey's readers which were used continuously for about a quarter century and did much to determine the learning standards of the period. This was especially true of the readers.

Although the practice adopted in 1873 was officially criticized as unprofessional, it was adhered to through biennial reenactments until 1879. In addition to being unprofessional, the method made no provision for changes, in whole or in part, or for exercising any supervision over publication and sale "whether as to quality or price." The practice thus assumed all the features of a monopoly and as such was attacked and its destruction was demanded.

Among the plans most frequently urged for that purpose were adoption by a county board in each county or by district boards of education. But State Superintendent Pendleton made the following objections to these proposals, which, by the way, still are the chief arguments against them:

1. Extra expense would be entailed on school patrons moving from one county or district to another.
2. Board members would be subjected to the "constant soliciting of plausible and persistent agents" and would be persuaded to make frequent and unneeded changes.

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3. Local boards were professionally unqualified to select textbooks.
4. A graded and uniform course of study could not be maintained in the absence of uniform textbooks.
5. The frequent changes which such a system would foster would be injurious to the pupils, embarrassing to the teacher, and expensive to the public.

Instead, Superintendent Pendleton recommended that the authority to select and control textbooks be vested in a state commission, but the legislature in 1879 adhered to the statute approved list. It did however authorize the state superintendent to contract for the prescribed list for a five year period, thus inaugurating the present practice, and publishers were required to provide books of the same quality as the samples which they were required to file in the office of the state superintendent. The statute of that year also required publishers to allow retail dealers a discount of not less than $16 \frac{2}{3}\%$ of the wholesale price; to print the retail price on the outside of the book; to file a performance bond in the amount of \$10,000; and to make the wholesale price in West Virginia as low as that charged in any other state or to any person.

In 1880 Superintendent Pendleton reported that the act of 1879 had "proved a vast saving to the people" and secured "better books." Its merits are further attested by the fact that some of its provisions are still in force.

3. ORGANIZATIONS AND PUBLICATIONS

Those interested in launching the public free school system sought success in cooperation. With that in mind, a number of teachers' organizations were effected in the Wheeling, the Clarksburg, and the Fairmont areas in 1864 and 1865. Through efforts of State Superintendent White and County Superintendent Boyd of Marion, these organizations sent delegates to a meeting held in Fairmont in August, 1865, at which time and place they organized "The State Teachers Association" with Superintendent White the exofficio president. In 1874, the name was changed to "The State Educational Association" and in 1909 to the "West Virginia Education Association," later familiarly known as the "S. E. A."

Because of the comparatively small number of teachers, the membership of their organizations was small during this period and attendance at the state "meeting," later called "convention," was much smaller, varying from 19 at Point Pleasant in 1875 to 200 at Parkersburg in 1870. Always the attendance of the state meeting was determined somewhat by the transportation. Teachers sometimes found it necessary to use freight trains to reach the annual conventions, and the lack of hotel accommodations was one of the reasons why the Association did not hold an annual meeting in 1873. The large attendance in 1870 was the product of the

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combined efforts of State Superintendent Williams in the Wheeling area, of the Rev. Wm. R. White, Principal of the Fairmont Branch Normal School, and of the Rev. Barnas Sears who extended aid from the Peabody Fund. They were aided also by favorable conditions throughout the triangle of communication formed by the railroad between Grafton and Parkersburg; that between Grafton and Wheeling; and by the Ohio River. On the other hand, the low attendance at Pt. Pleasant in 1875 was due largely to the fact that it then had no railroad accommodations and the Ohio River was at flood stage, making it necessary for those in attendance to use johnboats to get to and from the meeting place.

Meeting places in this period were: Fairmont (1865), Clarksburg (1866), Wheeling (1867), Martinsburg (1868), Clarksburg (1869), Parkersburg (1870), Ravenswood (1871), Fairmont (1872), Clarksburg (1874), Point Pleasant (1875), Moundsville (1876), Martinsburg (1877), Parkersburg (1878), Charleston (1879), and Hinton (1880). They were selected primarily with respect to their transportation facilities and the willingness of residents to provide living accommodations for the delegates after the practice then in general use for accommodating those attending church conferences and associations. Like most of the preachers and the legislators and many lawyers and other persons of "influence," some teachers accepted free railroad passes for transportation to and from their annual meeting. Generally, others traveled on half-fare tickets.

The programs of the annual meetings were determined largely by the state superintendents of free schools who were, without exception, the exofficio presidents to and including 1904. The "Address of Welcome" was usually by the state superintendent or by a prominent resident of the meeting place, and the program was as generally featured by an address by the governor and by "elocution treats." The remaining part of the "exercises" consisted largely of addresses and lectures by the leading educators of the state on such subjects as the teacher and his calling, school government, moral qualities and influences of the teacher, the normal school, common school evils and needs, the relation of parents to free schools, what to teach and how, the teacher and his calling, school government, music, penmanship, and reading. Other programs, such as that of the Pt. Pleasant meeting in 1875, included lectures on such subjects as "Iceland, educationally and naturally," "the Gulf Stream," and "North Ireland, its climate, people, etc." There were also reports of standing committees and numerous discussions.¹⁴

For the purpose of policy determining the State Teachers' Association required an organ or mouthpiece. Copies of *The California Teacher* (Pa.), the *School Monthly*, and the *New York Teacher* were then reaching West Virginia, but their visits, while welcomed, were not official. The situation was discussed in 1866 at the Clarksburg meeting of the State Teachers' Association, where an arrangement was made with the *West*

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Virginia State Advocate (Parkersburg) for use of a portion of its columns, and Professor J. C. Faris of Ohio County was chosen to edit the educational department. Through his efforts several fine articles appeared in 1866. During the following year, *The Templar and Teacher*, published at Buckhannon by A. B. Rohrbough and J. Loomis Gould but not devoted entirely to school matters, was the official organ of the Association. Thanks to a subsidy from the Peabody Fund, the *Ohio Educational Monthly* which, under the heading "Other Schools," gave school news pertaining to West Virginia, was in 1868 made available to her teachers at seventy-five cents a year. With the approval of the Association, this arrangement continued until October, 1872, when the first number of *The West Virginia Journal of Education*, a magazine of instruction and literature, appeared.

The *Journal of Education* was owned and edited by the Rev. J. G. Blair, former editor of *The Parkersburg Gazette*, who in 1872 had resigned a teaching position in Ohio to accept the principalship of the Fairmont Branch Normal, and by his son-in-law, G. B. Gibbens, a Parkersburg publisher and business man. It was sponsored by the State Teachers' Association to the extent of 300 subscribers and by the Peabody Fund in the sum of \$200. The name having been changed to the *West Virginia Educational Monthly* with the October, 1874 issue, it appeared regularly thereafter, except the last three months of 1876, until January, 1877, when, with a view to increasing the circulation, the name was changed to the *West Virginia Educational Monthly and Home Magazine*. Beginning with October, 1874, the founding editors were assisted by members of the State Teachers' Association and, beginning with the January, 1877 issue, *The Educational Monthly and Home Magazine* featured scientific and domestic departments.

Because of the prolonged illness of Dr. Blair the ownership of *The Educational Monthly and Home Magazine* was, in June, 1878, transferred to The Educational Publishing Company of Parkersburg, and Gibbens was made managing editor. The last issue appeared in December, 1878. About this time the Peabody subsidy was transferred to *The West Virginia Journal of Education*, the first number of which appeared in Morgantown on November 27, 1878, under the editorship of the Rev. John R. Thompson, President of the University.

An ably edited weekly, *The Journal of Education* met with favor not only in West Virginia but also throughout a large part of the United States. Although the editor in the first issue announced his intention not to publish a political, sectarian, or University organ and to deal exclusively with "education" in the "broadest, fullest, best sense of that word," as applied to West Virginia, the exigencies were such that persons questioned the propriety of permitting a virile and at times critical editor to issue a semi-personal sheet under state auspices. Accordingly the University re-

gents, in their June, 1879 meeting "unofficially expressed the opinion that a successful discharge of the duties of the President of the University required the entire time and energy of one man."

Thus *The Journal of Education* ceased to appear with the December 10, 1879 issue. The subscription list was sold to *The New England Journal of Education* which had been awarded the prize of the Paris Exposition of 1878 for being the best publication of its kind in the world. Nevertheless, the teachers of West Virginia desired an official and professional organ of their own. This was supplied in November, 1881, when *The West Virginia School Journal* appeared at Wheeling under the joint editorship of "several gentlemen connected with the public school."

4. FOR THE DEAF AND THE BLIND

It was not until 1870 that the legislature exercised its constitutional right to provide for the education of deaf and blind children. Prior thereto blind children fortunate enough to receive an education with state aid had, under a directive act of 1863, been enrolled in schools in Virginia and Ohio, but in 1869, Howard H. Johnson, a blind school teacher residing near Franklin, Pendleton County, launched a movement to establish a school in West Virginia for blind children. With the aid of his blind brother, James W. Johnson, his sister, Miss Kate Johnson, and of E. V. Blakemore, the "seeing eye," Howard H. Johnson succeeded in interesting the legislature which on March 3, 1870, authorized the desired school but not before the authorizing act had been amended so as to include deaf children of school age.¹⁵

After considering offers of sites from Wheeling, Parkersburg, and Clarksburg and after the personnel of the governing board had changed, the school was located in Romney, Hampshire County, home of the incumbent governor. The deciding factor in this choice was however an offer from residents of that county to donate a building and a twenty acre site owned by the Romney Literary Society and formerly used by the Romney Classical Institute. With H. H. Hollister, former principal of the Ohio School for the Deaf, as principal and H. H. Johnson in charge of the department for the blind, the Romney School was opened to students on September 29, 1870. On the opening day there were only sixteen pupils enrolled, but in the course of a few weeks the number increased to thirty, only five of whom were blind.

Although Hollister retained the principalship only a little more than three years, they were rich in achievements. Among these was a principal sponsored appropriation of \$2,000, which was used in 1871-72 to erect two three-story wings to the Old Institute Building, and to add a third story. Under Hollister's guidance the enrollees for 1872-73 reached 77, of whom 17 were blind. He resigned the principalship on October 1, 1873, and, after a brief interim during which Dr. S. R. Lupton, the school

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physician, was acting-principal, the Rev. Levens Eddy of the Wisconsin School for the Deaf, was on January 27, 1874, elected principal. He began his duties on February 8, but resigned on July 1, following. He was succeeded by "Major" J. C. Covell, Superintendent of the Virginia School for Deaf at Staunton, who was principal of the Romney School from August 1, 1874 until his death on June 4, 1887.

Major Covell "greatly advanced the interests of the school, and extended its blessings to every quarter of the State." In this he was aided effectively by H. H. Chidester (1870-1897), one of the first teachers in the department for the deaf, and by Professor Johnson, the father of the institution, who for more than forty years was head of the department, after 1887, the school for the blind. Among other things, they, in 1874 substituted a steam heating system for coal-burning stoves and grates; artificial gas was substituted for coal-oil lamps; at the same time flowing water, from a mountain spring located two miles away, was provided; in 1875 a three-story building, forty by sixty feet, was completed directly behind the central part of the main building, to which it was connected by a covered porch; in 1877, the shop was enlarged and in 1881 the site was enlarged by the purchase of eleven acres immediately north of the school.

During these initial years courses of study were evolving. According to the authorizing act the course of instruction was to be determined by the board of regents, "with the advice of the principal," and was to be as extensive, both in the intellectual and musical departments, "as the capacities and interests of the pupils may require." The first classes were organized without reference to the present conventional grades and solely as "the charge" of a teacher or teachers. For a time "Professor" Johnson was the only teacher in the School for the Blind. The course of instruction followed closely that in the public primary and elementary schools, but much attention was given to music. From an early date the boys were trained in industrial arts including carpentry, shoemaking, tailoring, broom-making, and chair-making, and the girls were taught to sew and mend. Deaf boys first began to learn printing in 1876-77. Textbooks were in raised print, and what maps they had were made by Professor Johnson. The first instruction in articulation and visual speech was offered in 1878 by Miss Susie Allen who had trained in the Alex. G. Bell School of Boston. In the departments for the blind Professor Johnson delved into chemistry, algebra, geometry, trigonometry, Latin, Greek history, and mental philosophy.

5. FOR NEGROES

One of the most wholesome features of this period was its record with respect to Negroes. Encouraged by conditions which made it possible for the 1863 legislature to provide for the education of "free colored chil-

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dren," progressive Negroes, in January, 1862, established a private school in Parkersburg. This school continued active until June, 1866, when it became the first public free school for Negroes in West Virginia and in the entire South. Prior thereto and for some time thereafter the Rev. S. E. Colburn (white) was the principal teacher, but Negro teachers were associated with him from time to time.

Superintendent White had meanwhile proposed that something be done for the education of "colored adults." But, in the absence of legal authority, he feared that they would be "compelled to remain in ignorance." Nevertheless, he commended them to the "favorable notice of the Legislature" which contented itself with amending the existing law so as to make it apply to "colored children" of school age and not simply to "free colored children." At the same time trustees were vested with the authority formerly exercised by township boards. The next year (1867) two or more districts, each with insufficient enumeration and average daily attendance to have a school of its own, were authorized to establish a joint primary school.

That same year Clarksburg established the second public free school for Negroes in West Virginia, and the desire for knowledge on their part was so "very manifest" that the Freedman's Bureau aided them in establishing a dozen or more private schools, most of which became public free schools. More than is generally understood or suspected these schools had the blessing of former masters. Among other things, this was indicated by the attitude of the pro-Southern controlled constitutional convention of 1872, which, although it required whites and Negroes to be educated separately, as had the first legislature, did nothing to nullify the existing laws authorizing the education of Negro children. They were accordingly reenacted and made more liberal, in that trustees were required to establish schools for them where the enumeration exceeded twenty-five and to use their proportion of the school fund, both state and local, for their education in districts having less than twenty-five pupils. In 1881 the enumeration requirement was reduced to fifteen and circuit courts were authorized to compel action through mandamus.

Counties with large Negro populations, notably Jefferson, which in 1876 had ten schools and eleven teachers for Negroes, were among the first to establish adequate schools for them. As a consequence the total number enrolled in public free schools in the entire state in 1879-80 was about 4,000, or about twenty-seven per cent of the entire Negro population, which was only seven per cent less than the corresponding number of whites enrolled. More informing still, the percentage of average daily attendance of Negroes enrolled was four greater than the corresponding figure for whites.

More than anything else perhaps, this initial interest of Negroes explains their advancement in West Virginia. In the pioneer ventures

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Storer College, near Harpers Ferry, was the guiding star. This was particularly true in the training of Negro teachers. Beginning in 1881 Storer College was subsidized by the state for that purpose. The greatest difficulty in the education of Negroes was to find competent teachers of their own race.

6. A GRADUATION SYSTEM FOR COUNTRY SCHOOLS

Superintendent Alex L. Wade of Monongalia County, had meanwhile made a contribution to the organization and effectiveness of country schools. Through observation he had learned that rural youth, in enrolling at the age of six and re-enrolling year after year until they were twenty-one, lost much time. Influenced by the graded schools then being established in towns and cities, he found a remedy for the rural situation in a system of grades, promotions, and graduations.

As worked out by him, this system was first brought to a degree of perfection in 1876, when his promotion and graduation exercises were attended by newspaper men, public officials, and members of the University faculty. This system was favorably received throughout a large part of the entire country; on July 30, 1879 its author explained it to the National Education Association, meeting in Philadelphia; and from reports reaching Hon. J. D. Philbrick, U. S. Commissioner of Education at the Paris Exposition of 1878, he had no doubt that Monongalia County, West Virginia, "ought to be marked as a bright spot on the educational map of the country."

In a customary reaction to pressure progress Superintendent Wade was defeated for re-election, and the schools of Monongalia County were left in "rather a critical condition." After a brief period they were revived and the graded and graduation system, in a modified form, was re-established by B. S. Morgan who, after a two year interim, had succeeded Superintendent Wade. Meanwhile this system had been adopted in other states, and "Professor" Wade had become popular throughout a large part of the United States as an institute lecturer. His *A Graduating System for Country Schools*, published in Boston in 1881, is a rare source of information. In its publication and use West Virginia was, as predicted by the Rev. Alex Martin in 1861, "in some respects moving in advance of all others."

7. THE STATUS, 1880

Despite reactionary tendencies, primary and elementary education made progress in this period. Evidences of this are disclosed in a comparative study of school data. These indicate that the number of teachers increased from 3,082 (2,443 males and 639 females) in 1873 to 4,287 (3,079 males and 1,208 females) in 1881. For the corresponding years the number of school houses increased from 2,612 to 3,704, of which 1,412 and 2,260 respectively, were frame and 1,097 and 1,344 were log structures; the total value of all school property increased from \$1,401,-

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655.70 to \$1,753,143.90, of which \$116,883.38 and \$174,120.30 were for lands; the average term increased from 3.94 to 4.4 months; the total expenditures for sites and buildings from \$696,991.18 to \$758,475.22; the enrollment from 81,100 to 145,203; and the average daily attendance from 61,244 to 91,266.

Among other signs of progress, not reported in the earlier census, was the increasing use of women teachers. In 1866 State Superintendent White had indicated that their employment, with an increase in pay, would be "a step in the right direction." Four years later they were officially preferred for the primary grades and for "assistants in the higher departments." In 1873 Wheeling paid women teachers the same as men teachers for the same services, and the average salary of women teachers for that year was slightly more than that for men teachers.¹⁶ Although the proportion of women to men teachers was somewhat constant during the 70's, the women taught a relatively greater number of hours in 1880 than in 1870, which may account in part for their better average salary in the former year. Of their potentialities as teachers Joseph McMurren, an experienced educator writing in 1879, said, "The true relation of woman to the public schools of the State has never been fully appreciated and her value as a teacher realized." On the other hand, a suggestion emanating from Chicago to the effect that most of the public free school teachers, including the principals, would, in the near future, be women, brought a protest from the editor of *The Educational Journal*.

Still other signs of progress were the sympathetic attention being given suggestions looking to compulsory attendance; the decrease in the number of log school houses being erected; the consideration being given free textbooks in teachers institutes and in their professional journals; the interest in kindergartens of the Froebel type; and the growing interest in supervised teaching and in the use of pictures to adorn the walls of school buildings, first introduced on a large scale by Alex L. Wade of Monongalia County. More significant still perhaps, 1,265 teachers (796 males and 469 females) were in 1880-81 subscribers to professional journals, and 4,410 teachers, or almost 100%, attended institutes; formal discipline, as fostered by the required study of Harvey's grammar and Ray's mental arithmetic, was provoking protests and requests for the substitution of practical lessons in language and in arithmetic; and the graduating and graded system for country schools was being used in a number of counties.

Other factors were however not so wholesome. This was particularly true of the declining property values previously noted. With the school population increasing and with school houses extending into the remotest areas, salaries were thus kept low, as indicated by the fact that the average of \$31.46 for 1872-73 fell to \$28.22 in 1881. The authorized term length had meanwhile been reduced from six months in 1866-67 to four during the remainder of this period; and the average for the entire state in

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1880-81 was only 4.4 months. This too despite the fact that corporate wealth was increasing rapidly and the natural resources of the state were beginning to be developed.

Worse still perhaps, the average daily attendance in 1880-81 was only 43% of the total enumeration and 63% of the total enrollment. Then too, teacher standards were low, as indicated by the laxness in certification, by the reluctance to attend institutes making necessary the compulsory act of 1881, and by a tendency to harness "the draught horse of information to the trotting nag of entertainment"; temporarily, the official organ had suspended publication; and school officials seemed to get satisfaction from the fact that it cost about \$100,000 less to operate the schools in 1877-78 than in the preceding year.

Among other negative factors a tendency to boasting and self-deception was perhaps most harmful. For instance, when the state normal schools were all but defunct, their condition was described "as healthful and prosperous"; however inadequate new buildings might be, they were generally described as "beautiful and commodious"; public free schools were "diffused throughout the bounds of the state," and were in a vigorous and a prosperous condition; while not yet as perfect as those of New England, it was confidently predicted that the public free schools of West Virginia would in a few years "at least equal, if they do not excel those in the states north of us." While admittedly imperfect, the state school law was "equalled by that of few countries" and "surpassed, perhaps, by none."

As expressions of buoyant youth and hopes deferred these statements were perhaps excusable, but they deceived the interested public into mistaking form for substance which had a worse effect than the current poverty complex.

Although Liberals set the tempo of this period, it lacked zest for reform and progress. In part this was a product of the current economic depression and of the deadening hand of materialism, but it was perhaps more largely due to the declining influence of those Methodist Episcopal preacher-teachers who had sponsored the public free school in the early Reconstruction. When they were no longer able to dominate the situation, they took Horace Greeley's advice and went west. As a consequence West Virginia was robbed of most of that aggressive and enlightened leadership out of which she was born. The fact that there are today more persons residing in either Illinois or in Iowa, who answer to the Christian name "Waitman" for Waitman T. Willey, orator of the separate state movement, than reside in West Virginia, is significant.¹⁷ Had their ancestors remained in the state of their nativity and fought it out, the results could not have been negligible.

With respect to the proposed "system" the incidental agitation about the use of the Bible in the public free schools and about proposals to

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divert a portion of the school revenues to parochial schools, was interesting, to many, ominous. Generally, Protestants insisted upon the reading of the scriptures and opposed the proposed diversions. They were as generally opposed by Catholics, and the followers of Jefferson as generally opposed reading the Bible in the public free schools as a part of the daily programs. In pursuit of their objectives many Protestants joined the American Protective Association (A. P. A.) which was active in West Virginia in the 1880's and the 1890's.

SECONDARY EDUCATION

1. THE ACADEMIES

Many of the pre-Civil War secondary institutions failed to re-open in the Reconstruction; others became either normal schools or colleges; others became parts of public free school systems; a few were revived; and a few were newly established. Still others functioned through the war period. Among the survivors were Woodburn Female Seminary, Morgantown Female Seminary, Monongalia Academy, Linsly Institute, "two excellent female seminaries" in Wheeling, and the Nash School in Parkersburg. The last named school was owned and operated by J. C. Nash from 1844 to 1882, when it was absorbed in the public school system. Among those either revived or established were Weston Academy, Lewis County; the Peabody Fund supported West Union Academy in Preston County, where F. V. N. Painter was teaching in 1874; West Virginia Female Seminary in Union, Monroe County, established in 1872 under auspices of the Baltimore Annual Conference of the Methodist Episcopal Church, South; Lewisburg Female Institute, founded in 1874 as a successor to Lewisburg Academy; the French Creek Institute in Upshur County, chartered on March 2, 1871; and Berkeley Female Seminary at Martinsburg. So-called colleges, notably Storer at Harpers Ferry, Shelton at St. Albans; and Broadus Female at Clarksburg, confined their offerings to elementary and secondary courses.

2. GRADED AND HIGH SCHOOLS

The first school law of West Virginia authorized township boards of education, with the approval of the voters in mass meetings assembled, to establish central schools of higher grade. These schools were to be "kept" by competent teachers capable of giving instruction in bookkeeping, algebra, geometry and surveying and in such other branches pertaining to the natural sciences and general literature as the boards might determine.

Although this authority was renewed repeatedly, only three high schools were established prior to 1873: one in Fairmont, one in Parkersburg, and another in Charleston. The Wheeling "graded schools" were however offering instruction in German and other subjects then taught

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in high schools and in colleges, and were in many respects better than many first class high schools. All told there were then sixty-four graded schools in the state, but few of them offered instruction beyond the present junior high school level. The academies and the seminaries relieved the situation somewhat, but only "a very small portion of the youth of the state had any opportunity to prepare for college."

To supply this need, Superintendent White favored county high schools, but he waived his plan for establishing them "in favor of the State Normal School" and branches. At the same time, the colleges generally established preparatory departments; courses offered in the state normal schools were largely secondary and academic; and the University retained a preparatory department. In defense of it, President Thompson said, "Until they [high schools, academies and graded schools] increase and fuller develop, it cannot be dispensed with without lowering the standard of Collegiate Study proper or shutting out from the advantages of the Institution many of the best and most promising young men of the State."

THE STATE NORMAL SCHOOLS

A. INTRODUCTION

Since colonial times the need for better teachers for Virginia youth was a matter of concern to her leaders. Influenced by their experiences Thomas Jefferson's proposal for the establishment of public free schools emphasized the need for trained "masters." In pursuit of this need, citizens of Cabell County, Virginia, now West Virginia, in 1838 established Marshall Academy "to prepare young men for teachers in the common schools of the country," and in 1841 Dr. Henry Ruffner, President of Washington College at Lexington, Virginia, proposed a plan for state-wide teacher training. In other words, Virginians were thus early disposed to regard teaching as a profession.

The Rev. Wm. R. White having in 1864 discontinued the seminary established by him in Fairmont for the incidental purpose of training teachers, in 1865 J. N. Boyd, Superintendent of Marion County Schools and former principal of the Third Ward Public School in Allegheny City, Pennsylvania, attempted to continue White's work. For that purpose, he established a normal school in the basement of the Methodist Protestant Church, which was the third such school of record south of the Mason and Dixon line. About the same time, "female seminaries" in Morgantown and in Wheeling opened "Normal departments for the expressed purpose of educating pupils for teachers."¹⁸

Largely as a result of these influences, plans for providing needed school teachers were a part of the program of the new state leaders, as indicated by the following excerpts from articles by State Superintendent White:

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It matters not how thorough and complete may be the education of the individual, he or she cannot be so well prepared or meet with the same success as a teacher as the individual who has gone through a course of training for this special duty. In the Normal School those who propose to be instructors are taught the best methods of imparting instruction to others, and are enabled to avail themselves of the experience of those long engaged in training the youthful mind.

and

Mere knowledge of the branches taught in schools is not a qualification for a teacher. Teaching is an art, as difficult as it is important, and must be learned as other arts are learned, by studying its principles and closely observing their practical application by those skilled in the art. To afford the best facilities for such study and observation and also to disseminate the latest improvements in the practice of the teachers' profession, Normal Schools have been established; and they have been found to be so efficient that they have taken their place among the permanent and indispensable appliances of general education.

New state leaders were thus early pioneering the way for the later new school educators. Among other things, they were attacking the mental discipline objectives and emphasizing the need to teach "boys what they will practice when they become men." To that end, they insisted that normal schools and commercial colleges should have a place among literary and classical colleges and academies. In keeping with this proposal, Superintendent White claimed that a person could become a profound lawyer without a general knowledge of either French or Latin and that the classics should give place to arithmetic, bookkeeping, telegraphy, commercial law, chemistry, and botany in a modern college curriculum.

The need for trained teachers had, meanwhile, been a subject of discussion among the legislators of the new state, and on February 3, 1865, they requested the governor to appoint a commission authorized to report "a definite plan for the location, internal arrangement, and support of one or more [normals]." Almost without exception the legislators were interested in making the newly established public free school system effective throughout the entire state, but they, together with those directly in charge, realized that the greatest need was capable and trained teachers. With this in mind, Superintendent White asked the 1866 legislature to establish four state normals, and the governor in his annual message said, "The want of competent teachers . . . is one of the greatest difficulties in the way of putting into successful operation our free school system."

Because they had each gone far in developing secondary schools, Wheeling and Charleston were favorite sites for the proposed normals, but they each desired to be the capital of the new state and were thus eliminated from other pretensions. Other possible sites, notably Morgantown and Bethany, were considered with reference to "contingencies likely to arise in the establishment of an Agricultural College," but both the officials and the public demanded action. In response, the 1866 house

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of delegates considered a bill to establish "a State Normal" at an undesignated place to be determined by a commission, but this bill was brushed aside by a substitute measure authorizing the establishment of four state normals: one at West Liberty, Ohio County; one at Fairmont, Marion County; one at Martinsburg, Berkeley County; and the fourth at Charleston, Kanawha County. Following efforts to substitute first Point Pleasant, Mason County, and then Union, Monroe County, for Charleston, the bills were laid on the table and left there.

Failure of the 1866 legislature to establish even one state normal school was an invitation to interested persons to make ready for the coming session, but reliance was not, as was later claimed, primarily upon a pooling of sectional interests. Instead, chief emphasis was upon educational traditions and material advantages in the form of plants available for use. In keeping with this approach a Fairmont group had themselves incorporated as "The Regency of the West Virginia Normal School." As such they took over Superintendent Boyd's Normal then located in the basement of the Methodist Protestant church of that town and began the construction of a two story brick building to house it on a lot near the head of present Adams Street. The Regency then asked the legislature for \$5,000 to "assist in purchasing and erecting buildings" for the use of its normal.

At the same time residents of Cabell County seized the opportunity to restore Marshall College, located near Guyandotte, in present Huntington, which was then functioning on the elementary level to comply with a legal technicality. Formal ownership of the site and building had passed to Mrs. Selina C. Mason, daughter of J. W. Hite, who was debarred from ownership in his own right through the disabling acts then in force with respect to ex-Confederates and their sympathizers. Hite was willing however to return the property, then valued at about \$15,000, to the West Virginia Conference of the Methodist Episcopal Church, South, the former owner, or to sell it to Cabell County to be given by it to the state as a site of the proposed normal, provided he were reimbursed in the sum of \$4,000.¹⁹

In like manner the trustees of West Liberty Academy availed themselves of the possibilities of keeping it alive and of relieving it of a \$6,000 indebtedness. With that in view they offered to sell the building and the site to the state for the sum of the indebtedness, provided they were used for educational purposes.

The thinking on the subject having crystallized in favor of "one first-class normal school," Superintendent White changed his recommendation to conform to that enlightened viewpoint, and it was generally expected that the legislature would act accordingly. But it was as generally conceded that its action would be influenced by the choice of sites for the proposed land-grant college under the Morrill Act of 1862, as

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amended in 1864, and for a permanent seat of the state government. This situation, together with the fact that the Guyandotte property was valued at from \$15,000 to \$20,000, gave the Cabell County petitioners an advantage which was largely responsible for the act of February 27, 1867 establishing the "West Virginia State Normal School" at Marshall College.

As indicated in this act the school was established to provide "instruction and practice for common school teachers in the science of education and the art of teachers," but the regents were authorized to admit students who did not desire to become teachers. The act also appropriated \$30,000 payable annually in three equal installments of \$10,000 each, provided an additional \$10,000 were raised by subscription or otherwise to aid in the establishment of the proposed school. Its governing board was permitted however to accept the building and other property of Marshall College in lieu of this subscription.

As promised, the supervisors of Cabell County authorized a levy to raise the required \$10,000, and following approval by the voters in the May election of 1867, the supervisors purchased the property from Mrs. Mason and deeded it to the normal school regents, who proceeded at once to reopen the College and to establish "the State Normal."

"General Supervision and control" of the State Normal School was vested in a board of regents composed of the state superintendent of free schools, the secretary of state, the state auditor, the state treasurer, and one person from each of the three congressional districts. The district members were appointed by the governor for two year terms, and the ex-officio members served during their terms which at that time were two years each. Together they constituted a body politic and corporate with all that implied. They had also full and complete authority to employ and discharge teachers of the normal, to fix their compensations, to determine the branches of learning to be taught and "the mode of selecting pupils for the school." Under such rules and regulations as they might prescribe, they were also authorized to vest the immediate care, management, and control of the School in a local executive board of five members. Except personal expenditures, the regents were not compensated for their services, but they were authorized to employ a secretary at a salary not to exceed \$500 per year.

On the day before the passage of the act authorizing the establishment of the State Normal School at Marshall College the legislature authorized the state superintendent of free schools to purchase the West Liberty Academy building at the offered price, \$6,000, and to establish therein a branch normal "with as little delay as possible." As the superintendent's authority in this matter was contingent upon the establishment of the State Normal at Marshall College, he could not move until that had been accomplished.

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Official notice of the favorable levy election in Cabell County incident to the establishment of the State Normal there reached Superintendent White in June, 1867, and he began at once negotiations looking to the purchase of the West Liberty Academy building and site. This took time, however, and 1869 was well advanced before the regents of the State Normal ordered the school at West Liberty "placed on an equal footing with the other state normal schools." In pursuance of this order the legislature, on March 1, 1870, established the Branch Normal at West Liberty.

Outmaneuvered by the Cabell County petitions and somewhat handicapped by the choice of nearby Morgantown as the site of the Agricultural College of the state, the Fairmont Regency was apparently satisfied with the approval of its request for \$5,000 to be used to assist in purchasing and erecting buildings for its normal school. The grant was made, however, on condition that the Regency would permit the cooperation and advice of "five discreet citizens of the state" in the uses to be made of it, and provided furthermore that it would be returned to the state in the failure of the Regency to keep its school active during eight consecutive months.²⁰

Undaunted by evident misgivings, the Regency went forward with its building program. With Charles Sumner of Massachusetts as the orator, the cornerstone, containing predictions of Superintendent Boyd for "the inspection of generations yet to be," was laid on August 15, 1867, and devotees of the normal school idea confidently claimed that Fairmont would become the intellectual center of the new state. Despite these buoyant expectations, the available funds were inadequate for the completion of the Regency projected buildings, and it again appealed to the state legislature for aid. At the same time, it asked that its normal be made a branch of the Normal at Marshall College.

Largely through the intercession of State Superintendent White these requests were granted in an act of March 4, 1868, which appropriated \$5,000 for the completion of the Regency owned building, provided that "the county of Marion" paid into the state treasury \$2,000 to be used for the "benefit" of the proposed branch normal. Five days later the Regency reported that the condition had been met and ordered its property transferred to the state. The state normal regents took over at once and made ready to complete the building in time to open the normal as a state institution in the spring of 1869.

In 1870 the Radical Republicans lost control of West Virginia to the Democrats dominated by ex-Confederates; but, contrary to the predictions of the Radicals, the new control was not unfriendly to public free schools. Moreover, it appreciated the need for trained teachers. In this it was influenced largely by Jeffersonian traditions and by the experiences of half a century of effort to establish a public free school system in Virginia.

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One of the first concerns was therefore to provide teacher training institutions for that part of the state that had been neglected. To that end three additional state normals were established: one at Glenville, Gilmer County, under act of February 19, 1872; another at Athens, Mercer County, February 27, 1872; and the third at Shepherdstown, Jefferson County, also on February 27, 1872. This accomplished, the door was closed to the creation of similar institutions through a provision of the constitution of 1872, which forbade the legislature to make appropriations to normals or branch normals not then active or chartered.

Though conceived and consummated in seeming good faith, this turn of events was most unfortunate, for in abandoning the plan for one normal and establishing six, not one of them developed at once into a strictly teacher training institution, as planned. Except that at Fairmont, each of them functioned for a generation or more on the high school level with a minimum of professional work. More, perhaps, than any other one factor the failure to develop at least one standard normal school in West Virginia until well into the present century explains the comparative ineffectiveness of her teachers and their comparatively low salaries.

The so-called normal school experiment was scarcely launched before it ran foul of a depression which did not lift for more than a half decade. During this entire period the most frequent comment about the normals was, "This will be their last year." Generally, it was admitted that one or, at the most, two first class normals were sufficient for the current and future needs and that more than that number tended to convert all of them into local high schools maintained with state funds. The resulting resentment was cumulative and tenacious. Then, too, the prevailing sentiment was for formal discipline which insisted that the primary essential to good teaching was mastery of subject matter.

On the other hand, many persons justified the normals as high schools. As most of the private schools in the state, then estimated at about one hundred, charged high tuition fees, a memorial of the State Educational Association to the legislature, signed by Wm. L. Wilson of Jefferson County, urged retention of the new normal schools as a means of providing secondary training at reasonable costs. But a majority of the legislators refused to concede this point and declined to make an appropriation to pay teachers salaries in any of the normals for the years 1873-1875 and for 1879-80. Had not patrons, friends and teachers alike come to the rescue, all of the normals would doubtless have ceased to function. Proposals for the abolition of all of them were made from time to time.

Unfortunately for all parties, two of the eight delegates who fought the normals most effectively in 1873-1875, William Price and Joseph Snider, were Monongalia County Republicans. As most of the other

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opposition came from Democrats in southern and eastern counties, the attitude of the Monongalia delegates was attributed to their alleged exclusive interest in the University. The rivalry thus launched was long drawn out and at times bitter.²¹

Under the circumstances, an order of the University regents of June, 1875, establishing a "Chair of Normal Instruction" to expand the work of the "Spring term normal class" was seized upon by friends of the normals as an opportunity to warn the University that it was on the verge of losing its "college status" and becoming a normal school. An "unfriendly thrust" would therefore only excite "a disaffection toward the College" which it could not survive otherwise than in "a condition of humiliating degradation." This was especially true since it had not yet justified its claim to existence. On the other hand, the normals were said to be close to the hearts of the people and well entrenched in the existing free school system.

However much the state normals may have been needed, they were certainly not entrenched in the hearts of the people, as indicated by the attitude of the legislature. Though proposals to abolish them never commanded the required votes, the appropriations were meager. Prior to 1877 the average annual state funds for each of them did not exceed \$1,500. Consequently, some of the most capable officers and teachers resigned, and the Rev. J. G. Blair passed to an untimely grave because of his devotion to a neglected cause. As a result, the state normals fell into "a very feeble and languid condition"; some of them temporarily closed their doors; and normal institutes and annual examinations tended to take the place of normal training as a means of maintaining teacher standards.

As a remedy for this situation the state superintendent in 1877 recommended abolition of the executive officer board and the substitution of a board composed of the state superintendent and four qualified persons. Although the governor endorsed this recommendation, the legislature failed to act upon it. Instead, it authorized each of the normals to collect from the state \$3.50 per month for each non-pay student in the normal department, provided the total did not exceed \$2,000 for any year. Normal or non-pay students agreed to teach one term after their graduation. With a view to extending the possible benefits, students were apportioned among the counties on a population basis. To better fit them for their work the course of study was in 1877 extended three years beyond the elementary level, and uniform requirements were prescribed for graduation. As a consequence "the schools were re-opened" and "greatly revived."

At this time all the normals emphasized academic work and, except that in Shepherd College which offered a four year course, the course of study in each extended only three years beyond the elementary grades.

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The professionally trained product was therefore far short of the needs. With the West Liberty branch not reporting, the total instructional staff for 1879-80 was only 14; a total of 261 students were enrolled; and 31 were graduated, of whom only 23 were teachers. More than anything else, perhaps, these data explain why the Peabody aid was then shifted from the normals to teachers' institutes and to the larger and better graded schools.

When the state normals were subjected to criticism from various quarters in the 1870's most of them formed alumni associations. With twenty-nine graduates present the Fairmont Alumni Association was organized on commencement day, June 27, 1873, with T. C. Miller as president. As then stated, the object of the Association was "to have a reunion of the graduates of the school once each year, to renew acquaintances, to foster a filial regard for our Alma Mater and to promote the cause of education." To thwart repeated criticisms the normals made common cause and in August, 1879 organized the "Union Alumni Association," but the chief interest of each of the regular associations was the annual reunion.

B. MARSHALL COLLEGE

In its revived status Marshall opened its doors to students on June 15, 1868, under the principalship of S. R. Thompson of the Edenboro State Normal, located in Erie County, Pennsylvania. In 1871 he was succeeded in the principalship by J. B. Powell. At the end of one year Principal Powell gave way to J. E. Morrow, father of D. W. Morrow, later member of the House of Morgan, United States Senator from New Jersey, and successful Ambassador to Mexico. At the end of 1872-73 Morrow was succeeded by J. B. (Champ) Clark, later Speaker of the House of Representatives and near-nominee for president of the United States, who served one year (1873-74) and resigned because he was unable to collect his salary. J. D. Chesterman succeeded Principal Clark and served through 1874-81.

Although Marshall College was revived in 1868 as a teacher training school, for some time thereafter it gave chief attention to academic work on the secondary level. There was also a primary department which was not abolished until 1886. From the beginning however the Normal aspired to maintain college status as indicated by a provision of the Act of April 12, 1873 authorizing the regents to establish "a pay department" and to "cause to be taught in the said department . . . all or any of the branches of learning usually taught in colleges and seminaries." In these offerings the College served an urgent need, for most pre-Civil war academies and seminaries had ceased to function. With those which became state normals, that label was therefore somewhat of a camouflage, for little attention was then given to teacher training. Mastery of subject

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matter, as determined by ability to pass formal examinations, was generally the only requisite for teacher certification. Much was said about moral fitness, but little was done about it.

During this entire period Marshall College experienced difficulties which at times were ominous. In 1873-1874 the enrollment fell to 70, half of which was in the primary department. In 1873 and again in 1881 there were no graduating classes. The latter failure was primarily because of the refusal of the legislature to make the usual appropriations for operating expenses for the year 1879-1880. Its sole support during this year was from tuitions and fees. The following year Huntington was visited by an epidemic of smallpox, which greatly diminished attendance at "the Normal," especially that of non-resident students. At no time prior to 1890 did the enrollment reach 200.

The plant consisted of two buildings: the old one, formerly used for academy and college purposes, and a three story brick structure at the west end of it built in 1868 with a part of the \$30,000 appropriation made in 1867. The other part of that appropriation was used to purchase ten acres of land adjoining the original site.

C. FAIRMONT

With a \$500 grant from the George Peabody fund, the first of its kind to a state normal school south of the Mason and Dixon line, the board of regents of the Normal School took over the building begun by the Fairmont Regency and in April, 1869 opened it to 30 students. The school was under the principalship of the Rev. Wm. R. White who had declined a reelection to the state superintendency of free schools. After two years he resigned and was succeeded by J. C. Gilchrist who came from Antioch College, Antioch, Ohio. By the introduction of practice teaching he took an important step toward making the normal a teacher training institution. He was succeeded at the end of one year by the Rev. J. G. Blair, a Methodist preacher with several years of successful teaching experience in Ohio University at Athens.²²

Chief credit for launching the Fairmont Normal belongs however to the Rev. White. The year after his departure in 1871 it had an enrollment of 85; the former Regency owned building had been completed and the "Old Normal" was in process of construction; thanks to a \$1,000 gift from the Peabody fund, a model school was in operation in conjunction with the city schools; the state was appropriating \$2,000 annually toward salaries for normal school teachers at Fairmont; and in June, 1872, it graduated the first class. It consisted of four members: H. D. Clark, Lucy M. Fleming, Mamie Watson, and A. Belle Ayres.

Largely through efforts of Principal Blair the Fairmont Normal was established on a firm basis. Otherwise it might not have weathered the storm that was just ahead. Through his efforts the legislature ap-



FAIRMONT STATE NORMAL SCHOOL BUILDING 1873-1893

appropriated \$5,000 and residents of the Fairmont School District subscribed an equal sum for the completion in 1873 of the main building, an 80 by 40 foot three-story structure, known later as the "Old Normal" and now occupied by the Fairmont Newspaper Publishing Company. For years it was used jointly by the state board of regents of the normal school and the Fairmont Board of Education.

The first printed catalogue of the School, that for 1872-73, announced two courses of study, the normal and the academic, neither of which permitted electives. As in the other state normals, admission was by certificates issued by county superintendents from regent determined allotments of students. Those taking the professional courses were allowed certain tuition exemptions and, upon completion of their course, were entitled to a diploma and the privilege to teach without the usual examination. The academic course was strictly secondary, and neither it nor the normal course was then departmentalized.

At the time of Dr. Blair's death, December 22, 1878, the Fairmont Normal was described as "no longer an experiment but an established state institution." This characterization was doubtless used advisedly, for it was then entering another fight for its existence. Beginning in 1873 a concerted effort was made to abolish all state normals, and the

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legislature of 1879 refused to appropriate funds to maintain them and forbade the regents to make teaching contracts that would obligate the state on their account. But for tuitions and fees of the 149 students then in attendance, the volunteer service of loyal teachers, and financial aid from the Fairmont School District, the institution might indeed have ceased to function. Dr. Blair's death was officially attributed to his "un-remitting labors at Fairmont."

This testing period was however beneficial. Among other things, it stimulated the Alumni Association, first organized in 1873, to activity and aroused patrons to loyal support. Thus the Fairmont Normal acquired an inherent strength that made it the outstanding teacher training school in the state during the three ensuing decades. Because of its attention to teacher training, it was in fact the only state normal school. Miss M. L. Dickey, a graduate of the Millersville (Penn.) State Normal School, who had been a teacher in the "Model School" since 1870 and first assistant teacher since 1871, was made acting principal in January 1879 for the remainder of the school year and principal in the following June. She served in that capacity until her resignation in 1882 to become Mrs. R. E. Fleming. U. S. Fleming who had been a teacher since in 1878, was acting principal during the remainder of 1882-83.

D. WEST LIBERTY

With the \$1,000 appropriated by the state legislature on March 1, 1870 and with the aid of an executive committee chairmanned by General Wm. B. Curtis, the West Liberty Normal opened its doors to students on May 2, 1870 under the principalship of F. H. Crago, a former teacher then engaged in merchandising, who had seen military service in the Civil War as a member of the famous Ringgold cavalry. For some time Principal Crago was the only teacher, and the faculty was small for a number of years. In 1892-93 the regular members were J. N. Deahl (Principal), Mrs. A. B. Went, and Callie W. Curtis.

From the outset West Liberty Normal offered two courses: The teacher training and the academic. As the chief purpose in establishing the school was "to prepare teachers", it placed emphasis upon the normal training course for "the Primary Ungraded Schools" and the higher schools and at the same time made some effort to train county and city superintendents. In 1875 these courses were merged into "the Normal Course," but in no case was the instruction above the high school level.

As chief emphasis, in the absence of academies and high schools, was for some time upon subject matter, the professional side of the West Liberty Normal developed slowly. Through aid of private individuals a "Model School or Primary Department" was established in 1872, but it was discontinued after a short time for lack of support. In 1876 stu-

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dents were first required to teach under observation of their instructors. Ten years later psychology was added to the course of study, and soon thereafter attention was given to the "theory and practice of teaching" as set forth by such authors as D. P. Page and E. E. White.

In the order of their succession the principals in this period were F. H. Crago (1870-73); J. E. Morrow (1873-75), former principal of the State Normal; J. C. Gwynne (1875-79), for years thereafter a principal of Wheeling ward schools; and Robert McPheeters (1879-81). After resigning the principalship Crago was for a number of years superintendent of the Moundsville public schools and later a ward principal in Wheeling. For years the principalship of the West Liberty School was in fact a qualifying post for service in the nearby cities.

E. GLENVILLE

Unlike the previously established state normals, the branch normal at Glenville had no academy antecedent. Determining factors in the authorizing act of February 19, 1872 were a central location and ardent pro-Southern proponents. Establishment was conditioned however on the ability of "the citizens" of Gilmer County, "or others," to provide "a suitable building—without cost to the State." To aid the proponents in complying with this condition the legislature, on February 28, 1872, made Glenville an independent school district and authorized it to erect a building for the joint uses of the proposed branch normal and a high school. In compliance with this authorization the trustees of the independent school district purchased a two-story frame dwelling on a five-acre site and designated three-fifths of each for the uses of the "Glenville Branch Normal School Association of Gilmer County". The remaining two-fifths were reserved for the uses of the trustees of the independent district. While the "suitable building" was being conditioned, the normal school classes met in the courthouse.

This accelerated program was largely the work of T. Marcellus Marshall, a graduate of Marshall College, who, as acting principal, on January 14, 1873, opened the Glenville Branch Normal to students. In the following April, Louis Bennett, with Marshall as first assistant, was appointed principal and served in that capacity through 1874-75, when he resigned to practice law. Bennett was succeeded by Marshall who was principal to June, 1881, when he resigned to enter the ministry. He was succeeded by S. P. Lazear who gave way after one year to R. F. Kidd, a school teacher from Buckhannon, who resigned in 1884 to practice law in Glenville. Kidd rose to distinction in his profession and was later elected to the state legislature, first as a delegate and later as a senator, from which vantage position he contributed much to the success of the "Home Normal."²³

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F. CONCORD

This institution is located in Athens, seven miles northeast of Princeton, Mercer County, and had its origin in a controversy with that town over the location of the county seat and in favorable political conditions. When Mercer County courthouse was burned on May 1, 1862 by order of Colonel W. H. Jenifer, Confederate, to prevent supplies falling into hands of Federals, and was not rebuilt at once, residents of Concord Church, present Athens, launched a movement to make their village the permanent county seat. The proposal was approved by voters in an election, and Colonel Henderson French, a resident of Concord Church, gave a building site for a courthouse and a jail; but before either was completed, another election ordered the relocation of the county seat at Princeton.

There was not much use for a courthouse in Mercer County during the remaining years of the war, but the rivalries and hatreds incident thereto were kept alive until 1865, when Judge Nathaniel Harrison, an ardent and unscrupulous Radical, rode into Princeton to hold court. He was so coolly received by the pro-Southern element of that town that he moved his court to Concord Church, the would-be county seat, then a village of five residences and one church building. Under these conditions both the courthouse and the jail were completed and Judge Harrison continued to hold court there until March, 1870 when he resigned to avoid trial on impeachment charges preferred by the house of delegates, then controlled by Democrats and Liberals.

With this turn of events relocation of the county seat was again taken up. By resort to a "masterpiece of political strategy," by which the voting strength of the northern portion of the county was reduced in 1871 by the formation of Summers County, supporters of the Princeton location were able to turn the decision in their favor. Accordingly, the county court, after ten years, erected a courthouse on the present site.

The quickened hopes and ambitions of Concord were not, however, to be thus thwarted. It, too, had friends, and their day under the new state government was at hand. Taking advantage of these facts Major Wm. M. Reynolds, Mercer County delegate in the state legislature, presented to that body a petition from residents of Concord Church asking that a branch of the State Normal School be located there, and on February 28, 1872 the legislature passed "An act to locate a Branch State Normal School at Concord, in the County of Mercer."

This action was on the condition that the buildings erected at Concord for "a courthouse and jail" should be deeded to the state and "furnished and fitted up" for the uses of the proposed school. An amendatory act passed December 2, 1873, reaffirmed this conditional authorization but also authorized the transfer of the proposed school on similar conditions

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to Princeton, in case Concord failed within twelve months to comply with the conditions. Faced with this alternative, its residents bestirred themselves to furnish and fit an abandoned courthouse and jail for a new role.²⁴

The situation at Concord had meanwhile become complicated through the death of the donor of the courthouse site and his failure to convey it to the state. Accordingly, the hopes and expectations of those interested in having a normal school in their midst again seemed doomed. At this juncture William H. Martin and wife, local residents, turned the scales by deeding to the state a six acre building site, and residents, led by Captain William Holroyd, then erected and equipped the "Old Normal Building," a wooden structure of upright boards, 48 by 39 feet, built at a total cost of about \$1,700. The fact that the cornerstone was laid on February 22, 1874 and with Masonic ceremonies, tells something of the spirit behind its construction and may explain why this meager compliance was accepted by the state.

Although located in the heart of a potentially rich coal field, the Old Normal Building was not heated during the first year of its use and thereafter only by a wood-burning stove. In these as in other things, particularly the encompassing stumps, redbrush, and chinquapin bushes, this building was in keeping with the environment, for the Concord community was at that time quite primitive. The church building was only twenty-five years old; the post office and nearby hostelry were only three years old; in the whole region there was only one sawmill, an upright water structure which operated only in the winter; and the framing timbers for the normal school building were carved by hand from the virgin forest.

As the authorizing act made no provision for teachers' salaries, such approval had to await action of the legislature. It was not, therefore, until May 10, 1875 that J. H. French, an ex-Confederate soldier, with Major Wm. M. Reynolds, former member of the legislature, as his only assistant, opened the first session of the Concord Normal School, now Concord College. Including an entrance fee of \$1.00, the total cost per student for a term of ten weeks was \$8.50 which covered board, room, laundry, and mending. The salary of the principal was \$700.00, that of his assistant, \$600.00. The session was five months, divided into fall and spring terms, the latter of which followed a winter interim. Instead of a bell, a cow's horn trumpet was used to summon students to classes. In 1878 it gave way to a small but sweet-toned bell which was placed on top the building.

As "Captain" French was a graduate of Georgetown University, Washington, D. C., and had done graduate work in the University of Virginia, the seventy-five matriculates at Concord did not suffer intellectually, but they were left largely to their own resources in things social. Their bent for these things found expression in the hostelry, otherwise known as the "Mountain House," owned by Captain William Holroyd.

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With the aid of an organ, the only musical instrument available, they there sang songs and otherwise entertained themselves. For a time a nearby saloon was a center of attraction, but it was put out of business through efforts of the Rev. R. S. Sheffey, a Methodist preacher, and converted into a shoe repair shop and a saddlery owned by Stuart Johnson. The first graduates (1878) were Minnie French and J. S. Poe.

Under these conditions two school-sponsored literary societies, the Philomathean and the American, grew in favor on the campus and throughout the surrounding country. Their monthly exercises were open to the public, and their commencement programs featured those occasions. Of these societies the Principal later said, "[They] are doing a good work for the school, and every reasonable means should be used to encourage them." Most of the work was however on the elementary level, and there was little professional work of any kind.

G. SHEPHERD COLLEGE

Like the Concord Branch Normal, that at Shepherdstown had its origin in a dispute over the location of a county seat. By an act of January 21, 1871 the legislature repealed acts of January 26, 1865 and February 15, 1866 moving the seat of government of Jefferson County from Charles Town to Shepherdstown and "restored" it to the former. This left the structure built for community uses in 1860 by Rezin Davis Shepherd and enlarged in 1866 for use as a courthouse, vacant and available for educational or other purposes. Availing themselves of this opportunity, residents of Shepherdstown and vicinity who were not wholly satisfied with the Academy and desired to emphasize college preparatory training in English, in June, 1871 organized the "Classical and Scientific Institute," later named Shepherd College. Joseph McMurrin being available, he was made principal, and on September 2, 1871 "the Institute" opened its doors to students.

Had not the Federal Supreme Court in 1870 left Jefferson and Berkeley counties a part of West Virginia, the Institute might have continued to function indefinitely as such. For residents of these counties this was, however, an epoch-making decision, and a few of them were willing to make the best of it. In this they were encouraged by the fact that the Democrats with a strong pro-Southern element in command, were then in control of the state government. Accordingly, they launched a movement to convert the Classical and Scientific Institute into a branch of the State Normal School. For that purpose they on January 12, 1872 had themselves incorporated as "Shepherd College" which was authorized to offer instruction "in languages, arts and sciences." The trustees were the Rev. C. W. Andrews, president, Geo. M. Beltzhoover, secretary-treasurer, Alex. R. Boteler, Henry Shepherd, C. T. Butler, Davis Billmyer, and Samuel Knott. They gave themselves power to employ instructors, fix their salaries, and prescribe courses of study.

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In keeping with the wishes of these promoters, the legislature on February 27, 1872, fifteen days after Shepherd College had been incorporated and about a year after the restoration of the county seat to Charles Town, "established a branch of the State Normal . . . at the building known as Shepherd College, . . . Provided, that the said building and lot on which it is erected shall be fitted up in a suitable manner for the purpose of such a school and conveyed in fee or for a term of years not less than ten, assigned or original, free of charge to the State for such fitting up, on occupancy." The interested parties being unable to comply with these requirements, in 1872 the work of the College was continued under direction of its board of trustees.

Evidently with a view to facilitating the transition of the college into a branch normal, the state legislature on February 14, 1873 amended its acts of February 27, 1872 making the trustees of the former and the state superintendent of free schools the board of regents of the proposed branch normal. But before the school could be organized under this amended act the legislature under the constitution of 1872 by an act passed April 12, 1873 placed the proposed school "under the jurisdiction and control of the Regents of the State Normal School, in the same manner and to the same extent as the State Normal School at Marshall College."²⁵

In pursuance of this authority, all conditions having been met, the normal school regents, in June, 1873, completed the work of establishing a branch normal at Shepherd College. Availing themselves of a state appropriation for 1872-73 and of their authority under several legislative acts, they made their action retroactive for the school year 1872-73. Thus the Branch Normal functioned during its first year under direction of the trustees of Shepherd College. Through the transitional period (1872-73) and until mid-year of 1882 Joseph McMurrin, familiarly known as "Mr. Mac", was the principal. During this period and for two years thereafter, the College had both a collegiate and a normal department, but in 1884, in compliance with a regent requirement, it abandoned the collegiate department, which prior thereto had awarded the Master of English Literature (M. E. L.) degree to about fifty persons about equally divided between men and women.

Because it was already a functioning institution, Shepherd College began its normal school phase with a larger total enrollment (145) than any of the other state normals. Unlike them, it had a graduating class the first year. In the second year, the enrollment, which may have included elementary pupils, rose to 160, but thereafter it declined rapidly. Largely because of the failure of the legislature to make an appropriation for salaries, it fell to 55 for 1879-80, the low water mark. During the next fourteen years the enrollment ranged from 59 to 99, and it was only slightly above the 100 mark at the turn of the century.

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These declining fortunes were a challenge to the alumni and on June 26, 1877 they organized an association of which Wm. P. Craighill, '74, was president, Chas. J. Miller, '74, vice-president, and Bettie Fawcett, '74, secretary. In keeping with arrangements made at that time, the Alumni Association and the Parthenian and the Ciceronian literary societies had a joint program at the commencement exercises of the following year at which the Hon. Alex. R. Boteler delivered an address on the subject, "Justice to the Memory of James Rumsey, Inventor of the Steamboat." That year membership in the Alumni Association was restricted to graduates of the normal department. Featured by addresses and an annual banquet, the Association met regularly thereafter.

HIGHER EDUCATION

1. PRIVATE AND DENOMINATIONAL

A. BETHANY COLLEGE

Shortly after the Civil War Bethany College entered "a Golden Age" which continued until about 1880.²⁶ This was largely a product of good teaching and fine personalities, for during the entire period the College was in dire need of material things. Among those who helped to overcome this difficulty were C. L. Loos who later became president of Kentucky University; Dr. A. E. Dolbear who had priority claims as the inventor of the telephone; H. W. Harding, a teacher of mathematics; Robert Kidd, a famous elocutionist, who enlivened many a teachers' institute in West Virginia and elsewhere; and W. K. Pendleton, a member of the first Bethany College faculty and twice state superintendent of free schools of West Virginia, who succeeded Alexander Campbell in the presidency.

Something of the efficiency of this period can be determined by its products, which together with six college presidents, a score or more outstanding preachers and missionaries, and almost as many successful lawyers and businessmen, included also J. B. "Champ" Clark; J. R. Lamar, Representative in Congress and an Associate Justice of the United States Supreme Court; B. B. Odell, a Representative in Congress and Governor of New York; and G. T. Oliver, United States Senator for Pennsylvania.

In response to post-bellum needs the College curriculum underwent a decided change. While retaining the classical course leading to the A. B. degree, a scientific course leading to the B. S. degree was added. Without charter amendments the courses in sacred history, mental and moral philosophy, and kindred subjects were grouped into the Bible Institute leading to the B. L. degree, and the curriculum was expanded so as to make it possible to earn the M. A. degree "in courses". The College continued however to award honorary M. A. degrees to persons approved by the president and the trustees and to its alumni of five years standing.

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Women were first enrolled in 1877, and three years later a preparatory department was established. The latter was an outgrowth of tutorial instruction practiced since 1871 and restricted to secondary subjects to meet an urgent need, but co-education was a radical departure from Bethany traditions but necessary to keep abreast of the times. Despite the fact that the College in ante-bellum days drew students largely from the South, the change was effected without strong opposition. A contributing factor was the destruction by fire of Pleasant Hill Seminary, a girls' school at nearby West Middletown, Pennsylvania, which for years was under the principalship of Mrs. Jane Campbell McKeever, a sister of Alexander Campbell. He had kept in close touch with this school, so that the admission of women to Bethany College was a natural step under the circumstances. For several years they were however tolerated rather than welcomed, but in 1883 the "Ladies course" leading to the Ph. B. degree was added, thus welcoming women to the college portals, if not to its full opportunities.

Meanwhile chief concern was with finances. The endowment was small and, during the depression days following the Panic of 1873 and the accompanying transition from Southern to Northern patronage, attendance declined so as to entail annual deficits in operating expenses. To meet these and emergency demands the faculty was reduced from seven to five regular members; salaries were pittance and long overdue; and a part of the endowment was used to pay current expenses. As a consequence, it became necessary for President Pendleton personally to guarantee payment of an indebtedness aggregating \$22,000, and current estimates fixed the remaining life of the College at only ten years.

B. WEST VIRGINIA COLLEGE

Motivated largely by sectarian zeal and by the dominant position of the Methodists, Baptists made several efforts in this period to establish institutions of higher learning. Had they not, with the exit of the Methodists, come into all but complete control of the University they might have been more effective in establishing institutions of their own. Outstanding among their attempts was that of the Rev. F. J. Cather to establish an institution of higher learning at Flemington, Taylor County, as a successor to Rector College at nearby Pruntytown in the same county. Shortly after the Civil War the Free Will Baptists became interested, and in September, 1865, they opened West Virginia College under the presidency of the Rev. A. D. Williams of Michigan. With a total attendance of about 120 students, only twenty of whom were in the collegiate department, West Virginia College was incorporated by an act of the state legislature of June 26, 1868.

Until February 19, 1870, when he was appointed general superintendent of the free schools of West Virginia, President Williams was traveling secretary for West Virginia College, interested primarily in

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raising funds. Following his resignation, it was administered by his assistant, the Rev. Wm. E. Colegrove, who became president. Beginning in 1874 he and his successors operated the College as a private enterprise into the early 90's, when it was closed because of the small attendance. All told, the college department did not graduate more than two score students, but it maintained high standards and thus left worthy traditions.

C. MISCELLANEOUS

Shelton College, located in St. Albans, Kanawha County, was opened to students on October 1, 1872 under the principalship of "Elder" P. B. Reynolds, an ex-Confederate soldier of rare qualities. As the Baptist Coalsmouth High School, it emerged from the Panic of 1873 with a three story brick building financed by T. M. Shelton. In the hope and the expectation that he would donate all buildings, the name was changed in 1877 to Shelton College. As such, it was active under the presidency of Elder Reynolds to 1884, when he resigned to accept the presidency of Buckner College, Arkansas. Under his presidency the school attracted a number of students who later distinguished themselves in the Christian ministry and in politics and business.

Following the resignation of President Reynolds the school declined rapidly. The West Virginia Baptist Convention having failed to finance it, ownership and control were taken over in 1887 by private individuals and W. G. Miller was made president. In 1889 the Baptists formally withdrew their sponsorship, and the school again reverted to secondary status. With a view to taking advantage of this change of status the 1889 legislature requested the governor to appoint a committee to investigate the expediency of purchasing the plant and converting it into an academy for Negroes. The committee was appointed and made the desired investigation, but it reported against the expediency of the proposals. Under private ownership and control the school was active in a small way to 1911. The building was removed in 1948.

Storer "College," near Harpers Ferry, first opened its doors to students on October 2, 1867. It was made possible through financial aid from the Freedman's Bureau and a gift of \$10,000 from John Storer of Stanford, Maine. The original plant, donated by the Federal Government, was a part of the United States arsenal attacked by John Brown. The school was therefore appropriately designed for the education of Negro youth. It was chartered by a Radical West Virginia legislature and over the protests of residents of the Eastern Panhandle. The incorporating act vested control in a president and twenty-four trustees, two-thirds of whom were required to be "members in good standing of the Free Will Baptist denomination." But this restriction was abolished some years later and the College has since been administered independent of denomination regulation and control. It was opened under the presidency of the Rev. N. C.

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Brackett who by his serious purposes and exemplary conduct won a place for the school in the region which it serves. Until well into the twentieth century it was a secondary and teacher training institution. There were also elementary and primary departments.

Wheeling Female College was an outgrowth of Wheeling Female Seminary, chartered in 1848 and opened in November, 1850. The Seminary having become involved in debt at the close of the Civil War, a group of Wheeling residents headed by C. D. Hubbard reorganized it and named it Wheeling Female College. Professor L. C. Loomis, President of Wilmington Female College, Wilmington, Delaware, was made president and functioned in that capacity to 1870, when he was succeeded by the Rev. Wm. H. Morton who served five years. With a total enrollment of 214 for 1871-72, of which 139 were collegiate and 75 preparatory, the College was at the peak of its influence. President Morton was succeeded by Amanda Taylor of Baltimore, Maryland, who remained ten years. Following her departure, nearby institutions having become coeducational, Wheeling Female College declined in popular favor, and in 1889 the building and site were sold to the Wheeling City Hospital. They are now a part of the plant of the Ohio Valley General Hospital.²⁷

Following a number of failures to establish a business college in Wheeling, the National Commercial Business College was established there in May, 1872. After a short time it passed under the sole proprietorship of Professor J. M. Frasher of Troy, New York, who made the College famous throughout the Upper Ohio Valley. In 1893 its "unprecedented prosperity" was attributed to superior facilities, completeness of course of instruction, popularity of the faculty, and the masterly management of the proprietor. By 1878 Parkersburg and Charleston each had at least one business college.

2. THE UNIVERSITY

On October 3, 1863, the legislature of newly admitted West Virginia, accepted the conditions of the Congressional Land-Grant (Morrill) Act of July 2, 1862, for the benefit of agriculture and mechanic arts. In case of doubt regarding the rights of the new state under the said act the legislature asked that they be extended to it. On April 19, 1864, Congress granted the request, and in due course land scrip was issued for 150,000 acres, most of which were later located in Iowa and Minnesota. As the state had until July 2, 1867, to establish the land-grant college thus subsidized, the governor, awaiting an expected advance in prices, did not offer the land scrip for sale at once, but there was considerable interest in locating the proposed college.

In conformity with an arrangement worked out among residents of Morgantown and vicinity, on January 9, 1866, the trustees of Monongalia Academy offered to give the state all its property, including the site and

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other property of Woodburn Female Seminary, representing a total value of about \$51,000, on condition that the proposed agricultural college "be located permanently at or near Morgantown." The senate voted to accept this offer, but the house refused to concur and instead passed a bill locating the proposed college in Charleston, Kanawha County. The conference committee could not agree and both bills were lost.

With the five-year limit for the establishment of the proposed land-grant college drawing to an end, the governor sold the land scrip allotted to West Virginia to a jobber. With the \$88,000 thus realized he urged the 1867 legislature to take definite action for the establishment of the college, or, in case of failure, for the return of the funds in hand for that purpose. A house of delegates resolution, approved in January, 1867, asking Congress to donate additional land scrip and extend by one year the time for establishing the proposed college was justified on the ground that West Virginia was war-rent, contained no public lands, and was thus at a disadvantage in comparison with other states. But the state senate refused to approve the house resolution, and action became imperative, if the consequences were to be avoided.

Thus the matter resolved itself largely to the choice of a site. From the outset Morgantown, Monongalia County, was a favorite, but Morgantown was sometimes behind Frankfort, Greenbrier County, in the balloting in the house. Other proposed locations were Bethany, Brooke County; Point Pleasant, Mason County; Greenwood, Doddridge County; Harrisville, Ritchie County; and Martinsburg, Berkeley County. The chief objection to both Bethany and Morgantown was that they were too close to Pennsylvania. The final vote in the house was Morgantown, 32; Frankfort, 7; Harrisville, 7; Bethany, 4; and Greenwood 3. The victory of the Morgantown proponents may have been influenced somewhat by understandings, extending over a year or more, between persons eager to maintain their city as an educational center and residents of Moundsville trying to make sure of a market for farm and garden products. However that may be, tradition insists that Moundsville preferred the state penitentiary to the state land-grant college.

By an act passed February 7, 1867 the legislature accepted the offer of Monongalia Academy, established the "Agricultural College of West Virginia," and vested its management and control in a board of visitors composed of one member from each of the eleven state senatorial districts. With a view to having a functioning institution before July 2, 1867, the deadline, the visitors met on April 3 and elected Wm. E. Stevenson of Wood County, president; Dr. T. H. Logan of Ohio County, secretary; and James Evans of Monongalia County, treasurer. The distance being too great and the demands upon his time being greater, Dr. Logan declined to accept the secretaryship, and Geo. C. Sturgiss of Morgantown was elected.

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Because they did not expect to meet often, the visitors constituted an executive committee composed of residents of Morgantown, which was vested with care of the grounds and buildings of the newly established college and, in emergencies, with the choice of faculty personnel. Geo. M. Hagans, a local merchant, was later made chairman of this committee which, in turn, made him the first superintendent of grounds and buildings. Because the executive committee was expected to work in close cooperation with the visitors, their secretary, Geo. C. Sturgiss, was also the secretary to the committee.

At their first meeting the visitors elected the Rev. Alexander Martin president of the College and professor of mental and moral science at a salary of \$1,600.²⁸ Born at Nairn, Scotland, on January 24, 1822, Alexander Martin moved with his parents to Jefferson County, Ohio, in 1836. Following a three year apprenticeship as a tanner and leather dresser, he entered Allegheny College, Meadville, Pennsylvania, and was graduated in 1847. In 1846 he had taken time out to be principal of Kingwood (Va.) Academy.

Following his graduation from college, the Rev. Martin was for two years associated with the Rev. Gordon Battelle as a teacher in Northwestern Virginia Academy at Clarksburg (Va.), but he resigned to become a Methodist Episcopal minister in Charleston and vicinity. Following this assignment, in 1851 he succeeded the Rev. Battelle in the principalship of Northwestern Virginia Academy. In June, 1853, he married Caroline M. Hursey, daughter of a leader in the formation and admission of West Virginia to separate statehood. In 1856, following a two year period as minister at Moundsville, the Rev. Martin accepted a position as instructor in Greek in his alma mater but in 1863 he returned to West Virginia, where he rendered useful service in hospitals and with the Christian Commission. More than anyone else, not a member of the legislature, he influenced the act of December 10, 1863 establishing a public free school system in West Virginia. He was influential also in determining the location of the Agricultural College of West Virginia.

The Wheeling Daily Intelligencer approved the choice of the Rev. Martin for the presidency and, with his approval, announced that, "in addition to an agricultural professorship the College will embrace in its course everything taught in the best institutions of learning in the country." At their June meeting the visitors added four members to the faculty, and on June 27, six days short of the deadline, the college was formally established with the inauguration of the president. Incidentally, his address, which occupied "upwards of an hour on an excessively warm day," was listened to with marked attention, and used to inform the public of the intention of the speaker to establish a college that would meet the general educational needs of West Virginia.

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Including President Martin, the "first faculty and teachers" of the College were the Rev. J. W. Scott, president of nearby Washington College from 1852 to 1865 and principal of Monongalia Academy and Woodburn Female Seminary from 1865 to 1867, who was vice-president and professor of languages during 1867-68; F. S. Lyon, professor of English literature and principal of the preparatory department, who, following the resignation of Vice-President Scott, was vice-president from 1868 to 1870; Colonel J. R. Weaver, professor of mathematics and military tactics, was also the librarian and the commandant of cadets to 1869; and S. G. Stevens was professor of natural sciences and later of astronomy and physics. The secretary to the visitors, the superintendent of grounds and buildings, and O. M. Miller, an instructor in the preparatory department, were regarded as of the faculty. Beginning in 1867 Professor Stevens was the secretary to the faculty to 1870.

In June, 1867, the resources of the College were valued at \$137,946. Of this total \$90,000 represented the proceeds from the sale of land scrip and interest; \$25,000 was the estimated value of Woodburn Seminary and site; and \$15,000 was the estimated value of Monongalia Academy and site. The library, including personal property, was worth \$390, and the college owned \$7,556 in bonds and cash. In 1868, \$10,000 was added to the land-grant endowment which was enlarged in 1871 by an additional \$10,000, making a total endowment fund of \$110,000.

Under a visitor adopted "Code of Laws and Regulations" the College opened on September 2, 1868 with 122 students in attendance. At the close of the year the enrollment totaled 184, of which number only six were in the College proper. One hundred fifteen were in the preparatory and 63 in the primary department which had been retained temporarily as an accommodation to the local public schools then in process of being established.

With the openly conducted finals occupying "the central point," the year ended on Thursday, June 18, 1868. On the preceding Sunday President Martin had delivered "a masterly address" on the "Self-Evidencing Power of Revelation." The examinations began the next morning and were continued during the afternoon and the next two days through a range of courses consisting largely of elementary and secondary subjects. The performances were witnessed by friends and patrons and were impressive because of the results and the manner of determining them.

The regents met in one of the literary society halls on Wednesday to hear the first annual reports of the president, the treasurer, and the executive committee. The exercises of that day were closed with an address before the literary societies by the Hon. J. T. Hoke, the newly elected president of the visitors and a Radical state senator from the Martinsburg district. Thursday was devoted to military review and drill, and, in the evening, the exercises closed in a "reunion of citizens and strangers" with President Martin and his gracious wife presiding.

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In the second and third years the curriculum was expanded and there were a number of changes in the faculty personnel. For instance, A. C. Alcott of Bethany College began to offer instruction in elocution which was continued through 1871-72. In 1868 H. M. Harman, D. D., was elected to the chair formerly occupied by Professor Scott, but he vacated it at the end of one year. It was then assigned to Fred W. Wood, Ph. D. At the same time J. J. Stevenson, Ph. D., was elected to the chair of chemistry and natural history in place of Professor Stevens who was assigned to astronomy and physics. The new doctorate trained professors, particularly Stevenson, objected to teaching elementary and secondary subjects and thus hastened the abolition of the primary department, effective in 1870.

At that time the "faculty and teachers," including Dr. H. W. Brock, special lecturer since 1868 in physiology and hygiene, and the Hon. J. A. Dille, Esq., special lecturer in civil and constitutional law since 1868, totaled ten, not counting those in the preparatory department, the librarian, and the superintendent of grounds and buildings. The total enrollment, including 94 in the preparatory department and 24 in the "spring term normal class," which had functioned from the beginning, was only 161, which included one senior, M. H. Dent, the first alumnus; four juniors; four sophomores; and 34 freshmen.

From the first the College had literary, scientific, agricultural, and military departments; a department of engineering was added in 1869; and with 247 volumes, about 2,000 relics inherited from the parent institutions, and an accession of government documents, "a respectable beginning" had been made toward a library and a museum. In 1869 Captain H. H. Pierce, commandant of cadets, succeeded Colonel Weaver as librarian. During the first two years of his incumbency Captain Pierce was also the registrar, but the registration of students was resumed by the president in 1871.

By an act of the legislature passed December 4, 1868, which changed the name of the governing board from visitors to regents, the name of the "Agricultural College" was changed to "West Virginia University." The change was urged by President Martin as helpful in adapting the institution to the "special wants of this young commonwealth" and as in keeping with the spirit and the intent of the Morrill Act. It was justified also on the ground that the act establishing the Agricultural College authorized several distinct fields or departments of study, viz: 1. Preparatory; 2. Literary; 3. Scientific; 4. Agricultural; 5. Military; and, 6. Normal. Although instruction in the normal department was not strictly required, it was financed by Peabody funds and was offered as a "Teacher's Course" from the beginning.

Church and personal influences effective in the change of name were reflected in a private letter from President Martin to Governor Arthur

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I. Boreman, in which the "Chief Executive" was addressed as "Dear Sir and Bro[ther]." The letter indicated that the word "Agricultural," as used in the name of the institution, was a misnomer, as each of the authorizing acts contemplated instruction in scientific, classical, military, agricultural, and mechanical subjects. As the people of the state were to have common rights and privileges in the institution and as the use of the word "Agricultural" caused "some to think it is *only* a Farmers' school," President Martin suggested that the name be changed to "West Virginia College," as more suitable. The change to West Virginia University was influenced largely by the example of the Midwestern states and by the fact that there was then a West Virginia College at nearby Flemington, Taylor County, which was being confused with the Agricultural College in the distribution of mail.

When the public school board refused to alter its plan to erect a building near Monongalia Academy, the visitors asked the legislature for permission to sell the "Academy Building and dwelling." This was done under an act passed June 25, 1868, and the \$15,000 thus derived was used toward the construction of "University Hall", later "Preparatory Hall" and still later "Martin Hall," completed in 1870 at a total cost of \$22,855. It was then officially described as "a model of architectural beauty and a convenient arrangement" which will increase "the facilities for carrying out the noble designs for which the University was established."²⁹

Completion of University Hall made possible the transfer of all classes to the present campus. For years the literary society halls on the third floor were used for the annual "convivium" and for social and literary features sponsored by the Columbian and the Parthenon literary societies. In January, 1884, the executive committee, at a cost of \$500, attached a Seth Thomas clock to the curfew bell which surmounted the building, so that it indicated each hour of the day instead of the usual nine o'clock retiring hour. The arrangement did not however protect the bell clapper from prankish thefts which destroyed its usefulness from time to time.

Following completion of University Hall the Seminary building continued to be used primarily for residential and dormitory purposes until its destruction by fire on January 25, 1873. With the aid of a legislative appropriation "New Hall," later "University Building," still later "Woodburn Hall" was begun in 1874 and completed in 1876 at a total cost of \$41,500. Beginning in 1876 old "University Hall," built in 1870, was generally called "Preparatory" or "Prep" Hall.

In efforts to enforce the regent prescribed and the faculty approved "Code of Laws and Regulations" the faculty gave much attention to student discipline. After Cromwellian fashion each student was required to be in his place for all stated University exercises; until well in the

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1880's the nine o'clock curfew bell was the retiring signal and a six o'clock cannon shot was the rising command; reports of each student's activities and scholastic standing were made at the end of each of the three terms; students were required to refrain from the use of tobacco, intoxicants, and profanity; and they were forbidden to dance, to visit billiard rooms, and to witness theatricals of any kind, even circuses. Social life, such as there was, centered about the nearby Female Seminary; formal patriotic occasions, such as Memorial Day, were featured by the martial band; and a military atmosphere dominated the entire campus life.

Among the numerous episodes incident to violations of the "Laws and Regulations" was that of 1871, in which the later distinguished Philander C. Knox refused to desist from playing billiards and was ordered to leave the campus at once. He did so and enrolled in Mount Union College, Alliance, Ohio, where he was graduated in 1872. As erroneously preserved in tradition, he was not one of a group of ten students suspended in September, 1871, for attending the play "East Lynn" in violation of orders from President Martin. But he doubtless followed with interest the efforts of the father of one of the suspended students to have him reinstated by legal proceedings. Repercussions of this effort were heard in the state legislature when it was asked to appropriate \$500 to pay the defense counsel. After some debate the requested appropriation was reduced to \$200 and approved.

Completion of University Hall made possible expansions of the curriculum and changes in the faculty. Following the resignation of Professor Lyon in 1870, Professor Stevens was made vice-president and J. H. McMechan, a Protestant Episcopal rector, was elected to the chair of English literature and to the principalship of the preparatory department. He resigned in December, 1870, and was succeeded at once by the Rev. J. B. Solomon who soon thereafter was made secretary to the faculty to succeed Vice-President Stevens. The Rev. Solomon resigned his professorship in March, 1873 to become president of Jefferson College (Pa.) and was succeeded in the secretaryship by G. N. Glover who had been professor of history, political science, and belles-lettres since 1871. Professor Stevenson having resigned in 1872, Wm. M. Fontaine was elected to the enlarged professorship of agriculture, chemistry, and natural history. In connection with his professorship, he did much to advertise the natural resources of the state, and in collaboration with M. F. Maury, he prepared a handbook on that subject and on state history and government primarily for use at the Centennial Exposition. An additional chair having been created by dividing the ancient and modern language department headed by Professor Wood since 1869, it was assigned to former Vice-President Scott who returned to the faculty in 1871, after an absence of three years, to be acting professor of ancient languages and literature.

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As indicated by President Martin in 1873, the total college enrollment for 1872-73 was 62 and the curriculum was described as "quite equal to the average of our *best* American colleges." As determined by the demand for the graduates "at the highest rates," the work done spoke for itself. While some persons had been "watchful for mistakes, and perhaps anxious to produce them," words of cheer and acts of kindness, some of them from beyond the bounds of the state, had fallen "like a benediction." Primarily to aid the work in agriculture and in natural history (geology) President Martin at that time asked the legislature to authorize and finance a geological, topographical, and natural history survey of the state.

Although these reports and recommendations indicated progress, it was being retarded meanwhile by the conflicting plans and purposes of the pro-Southerners, or "Virginians," on the one hand and of the pro-Northerners, or "Puritans," on the other. As the former gained political power and influence following 1870, the resulting differences became irreconcilable. They involved such matters as coeducation, first proposed in 1871; the relation of the preparatory department to the University; questions of student discipline; and the character of the curriculum. Whereas "the Northerners" generally favored coeducation, retention of the preparatory department, and rigid discipline in both social and educational matters, "the Virginians" were generally opposed to coeducation and retention of the preparatory department, and they resented the alleged Puritan conceived "Code of Laws and Regulations" as an infringement upon liberties guaranteed in the Bill of Rights and consecrated by the "blood of 1776."

As usual under such conditions, each side sparred for advantages which, because of their political control, were increasingly with the Virginians. For instance, by an act of April 12, 1873 authorizing the appointment of one regent from each judicial district of the state instead of one from each senatorial district, the number was reduced from eleven to nine, and, as intended, the resulting changes put the Democrats in control.³⁰ In the reorganization which followed at once Colonel D. D. Johnson was made president of the board in place of Dr. T. H. Logan, Republican, who had served in that capacity since 1869 when he succeeded the Hon. J. T. Hoke. At the same time Geo. M. Hagans, Republican, gave way to L. S. Hough, Democrat, as chairman of the executive committee, and E. Shisler, Democrat, became superintendent of grounds and buildings.

In 1874 William "Doctor" Danser was made janitor in place of Wm. Pastorius. In keeping with the current ideas of liberty, Danser, as an appointee of the regents, was free from control by either the president or the superintendent of grounds and buildings. After a quarter century of service Danser's salary was \$180 a year.

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The political changes were reflected also in faculty changes and assignments. Among other things, the chair of mental and moral science, usually assigned to the president, was assigned in 1873 to Professor Scott who was at that time again made vice-president; President Martin was required to occupy the chair of astronomy and physics formerly occupied by Professor Stevens; R. C. Berkeley, a Virginian to the manor born, was elected to the chair of ancient languages formerly occupied by Professor Scott; and Professor F. S. Lyon, who had returned to the faculty in 1873 after an absence of three years, was given charge of "Normal Instruction" and made principal of the preparatory department in succession to Professor Solomon. About the same time administration of the preparatory department was separated from that of the College.

As "the Virginians" increased in numbers and influence in both the faculty and the regency, "the situation" was increasingly trying to President Martin. His trials were complicated also by the Panic of 1873 which then gripped the entire country reducing college enrollments everywhere, and by the necessity of occupying an academic chair for which he was admittedly unqualified. Under the circumstances he signified his intention to resign, and the regents hastened his decision through a clandestine meeting held on August 11-12, 1875 at Martinsburg. At that time all the University professorships and tutorships were declared vacant, and the rule requiring sixty days notice of intention to discharge a member of the faculty, was changed so as to require sixty days notice on his part of an intention to resign.

With the stage thus reset the regents re-elected those of the faculty who were "deemed worthy." Because of his reputation as an educator and an administrator extending over fifty years, and of his friends and admirers among the regional Presbyterians, Vice-President Scott, a Presbyterian minister educated at Jefferson College (Pa.) and at Princeton, was made acting president effective September 6. At the same time the regents ordered advertisements inserted in a number of newspapers soliciting applicants to fill the resulting vacancies, including the presidency.³¹ Among the chairs to be filled was that of modern languages occupied since 1869 by Dr. Fred W. Wood who had offended by extending the privileges of his classes under a former board approved order, to "resident young women" who did not have similar privileges in Morgantown, and by organizing private classes for them in German and French. His successor was J. I. Harvey, a cultured gentleman with a Virginia background. Among others who failed of re-election was Professor Glover who was succeeded in his professorship by J. W. V. Macbeth (1875-77), and, after a brief interim, in his secretaryship to the faculty by Professor Berkeley, since 1873 professor of ancient languages.

Although President Martin was subjected to criticism because of his alleged mercenary interest in Morgantown real estate and because of his

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uncompromising and tactless puritanism, the public generally condemned the action of the regents with respect to him as "nasty" and "unfortunate." They were persistent however in denials to the effect that it had been determined by partisan and religious motives and influences. As evidence of this, in June, 1876 they guaranteed faculty members life tenures, unless removed by the regents for cause. About the same time a majority of the regents offered the presidency to W. T. Willey, a "Northern Methodist" and a Republican, but two Democrats held out against him. Willey accordingly declined to be considered, saying, "I, being a Republican and a member of the M. E. Church, as was Dr. Martin, would be obnoxious to the same objections."³²

As the result of negotiations in progress at the time of his resignation, the Rev. Martin had meanwhile become president of Indiana Asbury University, Greencastle, which he developed into De Pauw University. He died at Greencastle, December 16, 1893, and his remains were interred there.

Because of awakened interest in agriculture incident to the Panic of 1873 and to the activities of Professor Fontaine and the Patrons of Husbandry, otherwise known as "the Grange," the differences between the rival factions in the University faculty, in its governing board, and in the state at large entered an economic cycle, in which "Bourbon Agrarians" of the eastern and southern counties on the one hand contended with "Iron-headed Industrialists" of the northern and western counties on the other. From their Granger intrenchments the Agrarians, under the leadership of D. B. Lucas of the Jefferson County bar, insisted that the voluntary labour corps of students employed as agriculturists but primarily to condition the University campus, was a subterfuge. Instead, they demanded that agriculture be taught as contemplated in the Morrill Act. Largely with a view to forcing compliance with their demands, they sponsored the "Jefferson County Agricultural College," incorporated in January, 1875 by the state legislature. In 1877 they succeeded in diverting to the proposed college "any public lands or land warrants, which have been, or which may hereafter be donated to the state (and not otherwise appropriated), for the purpose of endowing agricultural colleges, or for other educational purposes, by the general government of the United States."

As a conciliatory measure Attorney Lucas was appointed to the University regency in 1877, and in 1878 the regents created the "Chair of Law and Equity" and elected "Hon. D. B. Lucas of Jefferson County, to fill same." After some delay he declined the chair and recommended the appointment of his brother-in-law and neighbor, St. Geo. Tucker Brooke, a lawyer and ex-Confederate soldier who had participated in the battle between the *Monitor* and the *Merrimac*. The appointment was made, and in 1878 Professor Brooke began to offer regular courses in law and

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equity with the understanding that they would be developed into a professional school of the University. Incidentally, the teaching of agriculture ceased temporarily to be agitated, and the differences between the "Agrarians" and the "Industrialists" were temporarily in abeyance.

Under the acting presidency of Vice-President Scott the University was "a rapidly disappearing quantity." Following the removal of President Martin the enrollment dropped to 93, and in January, 1877 only 42 students were enrolled. Also, there was criticism to the effect that the governing board was not representative. Resumption of the agitation of coeducation, precipitated in 1876 by Acting President Scott as a means of increasing the enrollment, did not improve the situation. To remedy it by a more widely representative control the 1877 legislature restored the state senatorial district as the appointive unit for regents, thus increasing the number from nine to twelve and beginning in 1883 to thirteen. In the appointments which followed, effective June 15, 1877, only three of the former regents were retained.

Chafing under criticism incident to the arrested condition of the University and to the summary dismissal of Dr. Martin from the presidency, but primarily to escape the avalanche of applications received in response to their newspaper advertisements, on January 11, 1877, the regents rejected thirty-nine formal applications and elected the Rev. John R. Thompson, "the brainy, brilliant, and eloquent pastor of the Methodist Episcopal Church in Morgantown," otherwise known as "the Boy Preacher," to be the second regular president of the University. Because the Rev. Thompson was not an applicant for the presidency and was generally regarded as preeminently a preacher of the evangelical type, his election was a surprise to many persons. The *Wheeling Daily Register* for January 26, 1877, quoted a Morgantown correspondent as saying that, "The best men in the faculty are humiliated," a statement which the faculty at once denied.

Born at Carrollton, Ohio, on March 14, 1852, President Thompson was a little short of his twenty-fifth birthday at the time of his election. At the age of seventeen he was licensed to preach, and at the age of nineteen he was graduated from Mount Union College, Alliance, Ohio, where, in February, 1873, he married Mary Virginia Cox, daughter of the Rev. William Cox of West Virginia. Following a two year pastorate at Chapline Street Methodist Episcopal Church, Wheeling, the Rev. Thompson accepted a call to the Morgantown Methodist Episcopal Church, in the service of which he at once attracted wide attention as an orator. Although small physically, he was a strong personality, able, courageous, and aggressive.

At the request of the regents, President Thompson did not begin his mural duties at once. Instead, he, beginning March 28, 1877, devoted his whole time to contacting the public in an effort to restore confidence in

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the University. After three months devoted exclusively to travel and lectures, he reported that he was "surprised and startled that such ignorance and apathy, and suspicion and distrust, and downright opposition should prevail among the citizens of West Virginia concerning their own University," as he had found to exist. Accordingly, he concluded that it would require "long time, great industry, unflagging energy, a creative and practical mind, a tender and loving heart, a tenacious and invincible will" to create that "lofty spirit of State pride" needed to establish and maintain a real university.

Regardless of this element of despair, the enrollment for 1879-80 totaled 177, a new high, and the newspaper press and the public in general approved the president. But, here and there, a few persons, reflecting sentiments of the *Wheeling Daily Register*, were skeptical regarding the ultimate effectiveness of his methods. They preferred an educator to a "sensational preacher" and "a drummer" for the presidency of the University.

At this time, few persons appreciated the need for an adequately financed program. Instead, all efforts were directed to making higher, as well as elementary and secondary, education popular by keeping the cost low in response to the current demand for economy in public expenditures. Prior to 1885 railroads were not generally assessed; assessment values of land and personal property were low; and many farm and industrial products were exempt from taxation. This was in face of the fact that the population had increased nearly forty per cent in the decade ending in 1880; that railroads were being built into rich mining districts; and that both industry and agriculture were generally prosperous. The incident neglect of education was justified on the ground that it attracted capital and relieved "the oppressed farmer."³³

Prior to 1880 legislative appropriations for the University had at no time, except for building needs, exceeded \$16,000 for a single year, \$10,000 of which was to increase the land-grant endowment. In 1880 the regents were planning to increase the endowment to \$200,000 "and thus place the University upon an independent and permanent footing." An assured annuity of \$12,000 was regarded as sufficient for that purpose. Thus the presidents were forced to count every penny. Regardless of this, President Thompson thought the librarian, Professor Harvey (1878-88), was as valuable to the institution as the secretary to the faculty and recommended that he too be paid \$50.00 per annum additional. Lack of compensation for the librarian is perhaps sufficient explanation of the failure to designate anyone as such from 1875 to 1878.

Something of the current attitude toward expenditures was reflected in the reaction of the *Wheeling Daily Intelligencer* to an item of the 1879 appropriation bill. Timed so as to affect the action of the legislators, the newspaper attacked an item of \$3,000 for current and contingent ex-

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penses as extravagant and "enough to startle every economist in the State." Not satisfied with this, the editor investigated the "proportions" and the "accomplishments" of the University and found that there were then only 40 students in the college proper and that 22 of these were taking "contingent courses." Moreover there were only 20 students in course of graduation and only two in the senior class. At the same time there were 89 in the preparatory department and 52 of these, together with 21 of those in the college, were residents of Monongalia County. In view of these findings the editor suggested that a commission be authorized to sell the University to the highest bidder with a view to closing it or to converting it into a private or denominational institution.

In answer to this editorial President Thompson again deplored the attitude of those seeking to injure their own University. Incidentally, he indicated that students were being educated there at a less per capita cost than in other state universities and that the president then received \$2,000 and the best paid professor only \$1,400. There was however no denying that the institution was a university in name only and that its patronage was largely local, for the campus meetings of the regents were then largely given over to political and bargaining caucuses to determine who would be the treasurer of the board, the secretary of the executive committee, and the superintendent of buildings and grounds. On the recommendation of President Thompson, who thought a change in these practices would permit the University to become an educational institution, the 1879 legislature vested the duties of these officers in members of the University faculty, who were required to perform them without additional compensation.

The changes effected under this arrangement were far-reaching and measurably effective. Among others, Joseph Moreland, who had succeeded Geo. C. Sturgiss in 1878 as secretary to the regents, gave way to Dr. H. W. Brock, professor of anatomy, physiology, and hygiene since 1878 and chairman of the executive committee since 1877 when he succeeded L. S. Hough. Because he was already principal of the preparatory department, having succeeded Professor Lyon in that capacity in 1877 when he was assigned to the chair of history, political science, and belles-lettres in succession to J. W. V. Macbeth, resigned, and made vice-president in succession to Professor Scott resigned, Professor Lorentz retained the treasurership to the board which he had held since 1871 in succession to James Evans, the first treasurer. Professor Harvey succeeded Geo. C. Sturgiss as secretary to the executive committee, and Major W. O. Ison, Commandant of Cadets, became superintendent of grounds and buildings in succession to E. Shisler. Thereafter the commandant of cadets was superintendent to 1888 when the position was assigned to A. W. Lorentz for one year and beginning in 1889 to Dr. J. A. Myers, Director of the Agricultural Experiment Station, who retained it to

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1897. But, the janitor, "Doc" Danser, retained his semi-autonomous status and was thus a source of friction until his death in 1902.

In the firm belief that student discipline problems were largely a matter of environment, President Thompson approached their solution from that angle. He was therefore eager to rid the University of an "outgrown puritanical regime" and its "reform school and inebriate asylum methods" and to substitute instead "an element of personal moral influence." To that end he made horseback trips with "the boys" into the surrounding country and set them an example by cheerfully complying with a faculty rule adopted in 1879 forbidding the hitching of horses on the campus. But he lost no effective opportunity to denounce and despoil those who in any manner detracted students from student-like habits.

At first this method of dealing with "wild boys" was laughed at, but, when it began to be effective, injured parties resolved to stop it by force. One of them, club in hand and accompanied by friends, accosted the President for that purpose. But his indomitable spirit sustained him, and, without a sign of fear, he is reported to have said, "You do not need that club and you do not need this crowd. You can crush me to earth with your fist, but you cannot terrorize me. As long as I am president of the University I shall continue to denounce you and your nefarious business and to do all I can to annihilate it." To this day President Thompson's dauntless courage and commanding personality are among the finest traditions of the University.

3. THE STATUS, 1880

As indicated by Regent J. A. Robinson in 1883, the University was well planned. "The buildings and equipment were ample for a beginning," but the funds at the disposal of the board were not sufficient to enable it "to develop the institution as rapidly and fully as the original plan seemed to contemplate, or to put it on a plane of successful competition with similar institutions in our neighboring States." Among other things, the faculty was understaffed and the salaries were barely sufficient to defray necessary expenses, thus making it difficult to retain the services of able professors for any considerable period.

As also indicated by Regent Robinson, economy with respect to the University was not a result of legislative "indisposition" but rather of "an imperfect conception of knowledge" and of the benefits of such an institution. In other words, that "lofty spirit of state pride" desired by President Thompson was lacking. As a consequence, according to Regent Robinson, few residents appreciated the need for chairs of civil, mechanical, and mining engineering; of a medical school which, in addition to instruction in medicine, would offer courses in pharmacy and, "with the aid of a well equipped gymnasium," in physical culture; of a "Chair of Normal Instruction" for the professional training of teachers;

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and of an annual appropriation of about \$1,000 for the library which was "not growing as it should."

There were few private and denominational colleges in the state, and Bethany College was entering a period of adjustment and of struggle for existence. For them and the University the great need was secondary schools. In their absence "a very small portion of the youth of the State had an opportunity to prepare for college." Thus chief interest centered in efforts "to fill in the middle schools."

As erroneously supposed, the rivalry between the University and the state normal schools was not wholly harmful, for it developed definite conceptions of their respective functions. For instance, as early as 1868 the regents were planning a university composed of colleges, but years later well-meaning and not wholly uninformed persons were asking, "Does West Virginia need a state university or a first class [state] college?" In 1880 the regents were still adhering to "the College Plan," and the state normals were regarded as "an organic element of the free school system." As such, their work was largely academic. Except at Fairmont, little had been done in the field of professional training.

While adhering to "the College Plan," the University functioned in 1880 through seven departments, viz: the classical (prior to 1875 the literary), the scientific, the agricultural, the military, the engineering (1869), the law (1878), and the medical (1878). With the lectures offered by Dr. H. W. Brock since 1868 as a background, the medical department was created in 1878 through the establishment of a chair of anatomy, physiology, and hygiene and the naming of Dr. Brock as the occupant. A preparatory department was maintained until such time "as the high schools, academies, and graded schools of the state increase in number and efficiency." There was also an "optional course" for those interested primarily in "the higher grades of teaching, clerking, and other specialties." Since 1867 "spring classes," under direction of special lecturers, had been organized in the theory and practice of teaching. Except in the military department, the curriculums were organized with respect to classes and subjects and not, as during 1869-75, on a basis of "schools." As of 1880 there were neither schools nor colleges in the organization setup; "College" and "University" were used interchangeably; and the civil and constitutional law and the physiology and hygiene departments were being developed into professional schools.

NOTES

Chapter VI

1. *House Journal* (Governor's message, 1865), p. 13; *Wheeling Daily Intelligencer*, Jan. 28, 1865; *ibid.*, Jan. 6, 1866.
2. U. S. Com. of Ed., *Report* (1875), p. 423; *ibid.*, (1876), p. 401; *ibid.*, (1903), Vol. I. pp. 424-453.
3. The "Peabody Fund" was a gift of \$3,500,000 from George Peabody, a wealthy English merchant born in Massachusetts, for the promotion of

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education in the South which was interpreted to include West Virginia. Under an instrument dated February 7, 1867 this fund was administered by a self-perpetuating board of sixteen persons who, on March 19 of that year, elected the Rev. Dr. Barnas Sears, President of Brown University, to be its general agent. As such his chief service to West Virginia was the promotion of teachers institutes and better teacher standards. Following his death, July 8, 1880, the Board, on February 3, 1881, chose the Rev. Jabez L. M. Curry, an ex-Confederate soldier and professor of philosophy in Richmond College, Richmond, Virginia, to be general agent for "the Fund". Curry functioned in that capacity until October 7, 1885, when he resigned to become United States Minister to Spain, but he had meanwhile done much to promote education in West Virginia through the use of "Peabody Scholarships" in Peabody Normal College, Nashville, Tennessee. After three years he returned to America and was again made general agent of the Peabody Fund in which capacity he served until his health failed. Edwin A. Alderman and Armistead C. Gordon, *J. L. M. Curry, a Biography* (1911); Curry, *Peabody Fund*; U. S. Com. of Ed., *Report* (1903), Vol. I, pp. 522-552.

4. Virginia General Assembly, *House Journal* (1841-42), Doc. No. 7; U. S. Com. of Ed., *Report* (1899-1900), Vol. I, pp. 381-397; *West Virginia History*, Oct. 1943; and E. P. Cubberley, *Public Education in the United States*, p. 190.
5. William A. Maddox, *The Free School Idea in Virginia Before the Civil War*, p. 194; Clarksburg Ed. Conv. (1841), "Address", in *West Virginia History*, Oct. 1943.
6. *U. S. Census* (1860 Mort. and Misc.), p. 510; Maddox, *Free School Idea*, pp. 192-193. The first state normal school in the United States was opened on July 3, 1839 in the town hall at Lexington, Massachusetts. Cubberley, *Public Education*, p. 291.
7. Van Winkle thought the principle of the new state debt might be as much as \$10,000,000. Others placed it at \$15,000,000. Few believed it would be negligible. It was generally believed that the new state should have credit for her proportion of the cost of public buildings located in the mother state and of state owned bank and railroad stocks. Conv., *Debates and Proceedings*, Vol. II, p. 1023.
8. *Session Acts* (1863), pp. 245, 258. This act was amended on March 2, 1864, so as to clarify and assure the independent status of Wheeling. *Session Acts* (1864), p. 29; *Wheeling Daily Intelligencer*, Aug. 4, 1865. For plan of organization of the Wheeling schools under the new setup see *Wheeling Daily Intelligencer*, Aug. 30, 1865; *ibid.*, Nov. 11, 1865; *ibid.*, Nov. 18, 1865.
9. As indicated in the governor's regular Message of 1865 to the legislature, Superintendent White made a first annual report. See *House Journal*, (1865), p. 18. As the legal school year ended August 31, 1864, and the superintendent did not take office until June 1, 1864, this report covered only three months. Authors have made frequent references to it, but it was not available for present purposes, and that too despite a search extending over several years and to all the important libraries of the county. As the data credited to the "First Annual Report" is all found in the Second Annual Report, it is assumed that it was used and that the "First" was not printed and may have been destroyed in the Capitol fire of 1921. See West Virginia Archives and History, *Report* (1908), p. 22.
10. The board of the literary fund purchased stock in the Fairmont Bank on April 9, 1860. Reorganized Government of Va., *House Journal* (1861-62), p. 95. In 1867 the School Fund was invested in the following stocks and bonds: \$50,000, First National Bank, Fairmont; \$40,000, Parkersburg National Bank; \$30,000, National Bank of West Virginia (Wheeling);

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- \$18,800, First National Bank (Wellsburg); and \$11,000 in Union Pacific bonds guaranteed by the United States Government. Income on the investments averaged about ten per cent on the dollar. \$22,223.15 was uninvested. *Wheeling Daily Intelligencer*, Nov. 12, 1867; *Session Acts* (1867), p. 88; *ibid.*, (1889-90), p. 36; Virginia vs. West Virginia, *Debt Suit* (1813), pp. 355-358; State Supt. *Report* (1887-89), p. 76; *ibid.*, (1899-1900), pp. 152-159; *ibid.*, (1901-02), p. 22; Lewis, *West Virginia Handbook* (1904), p. 105.
11. Little is known of the details of Zeigler's life. In the Civil War he was Captain of an Ohio company. Superintendent Williams was a graduate of Hamilton College, New York and came to West Virginia from Michigan. See State Supt., *Bien. Report* (1898-1900); *The School Journal*, Jan., 1928; *ibid.*, Feb., 1928.
 12. A correspondent to the *Wheeling Daily Intelligencer* for February 4, 1873 suggested that the duties of the county superintendent be transferred to the county treasurer. For other discussions of the subject see *ibid.*, Feb. 7, 1868, and Dec. 19, 1868. See also *House Journal* (1868, special session), pp. 330, 341, 342; *W. Va. Ed. Monthly and Home Magazine*, Feb., 1877; *W. Va. Journal of Ed.*, April 30, 1879; *Session Acts* (1879), p. 146.
 13. The practice of exemptions of both railroad and other property was discontinued following the decision of the State Supreme Court of Appeals in Chesapeake and Ohio Railroad vs. J. S. Miller, Auditor, handed down in April, 1885. This decision declared illegal all exemptions not especially authorized in the constitution. See 19 W. Va., pp. 431, 435.
 14. R. B. Marston, Executive Secretary, and J. V. Roberts, Field Representative, "The Association and the Development of Public Education in West Virginia," in S. E. A. *Bulletin*, Aug., 1941; *The Huntington Advertiser*, Nov. 7, 1940; *W. Va. Educational Journal*, Aug., 1873, *The School Journal*, May, 1925.
 15. For historical sketches of the beginnings of this school see Board of Regents, *Report* (1871, 1872, 1872-73, 1875, 1877) in West Virginia, Documents; B. S. Morgan and J. F. Cork, *Hist. of Ed. in West Va.*, pp. 178-185; T. C. Miller, Ed., *Hist. of Ed. in West Va.*, pp. 91-93; Alex R. Whitehill, *Hist. of Ed. in West Va.*, pp. 109-114; Hu Maxwell and H. L. Swisher, *Hist. of Hampshire County, West Va.*, pp. 463-480; West Virginia Schools for the Deaf and Blind, *Handbook of Information* (1941), pp. 1-8. By an act passed February 25, 1887 the name of this school was changed from the "West Virginia Institution for the Deaf and Dumb and Blind" to "The West Virginia Schools for the Deaf and the Blind." *Session Acts* (1887), p. 175.
 16. This policy was sponsored by Dr. J. C. Hupp, a school commissioner. *W. Va. Ed. Journal*, July-Aug., 1873. In 1875 Mrs. Mary McGwigan, later president of the S. E. A., declined to teach in the Charleston schools for \$53 per month and was widely sustained. *W. Va. Ed. Monthly*, Oct., 1875.
 17. Dr. G. L. Wilding, *Promoted Pioneer Preachers of the West Virginia Conference of the Methodist Episcopal Church*.
 18. A normal school had been established in Charleston, South Carolina, in 1857, and another in New Orleans, Louisiana, in 1858. See the "Ruffner Plan" in U. S. Com. of Ed., *Report* (1899-1900), pp. 381-397; and in Va. Gen. Assembly, *House Journal* (1841-42), Doc. No. 35; *Session Acts* (1868), p. 122; State Supt., *Report* (1866), pp. 14-15; *Wheeling Daily Intelligencer*, June 1, 1865; *ibid.*, July 25, 1865; *ibid.*, July 24, 1867; *ibid.*, Aug. 8, 1867.
 19. Harry C. Humphreys, *Factors Operating in the Location of State Normal Schools*; *Wheeling Daily Intelligencer*, Feb. 26, 1865; *ibid.*, March 4, 1867; *ibid.*, March 22, 1867; *ibid.*, July 24, 1867; Boughter, *Fairmont*

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- Normal*, pp. 29-31; *Session Acts* (1867), pp. 152-153; U. S. Com of Ed., *Report* (1898-99), Vol. II, p. 2348.
20. *Session Acts* (1867), pp. 100, 152-53; *ibid.*, (1870), p. 72; *Wheeling Daily Intelligencer*, March 22, 1867; *ibid.*, June 12, 1867.
21. *W. Va. Ed. Monthly*, Dec., 1873; *ibid.*, Jan., 1874.
22. From Fairmont Gilchrist went to the California Normal in Pennsylvania where he remained until 1877 when he went to Iowa, where he founded the first state normal school in that state, present Cedar Falls Teachers College. *West Virginia School Journal*, Jan., 1926; Boughter, *Fairmont Normal*; State Board of Control, *Report* (1930), pt. II, p. 155; U. S. Com. of Ed., *Report* (1878), pp. 254-255; *The Normal School Daily* (Fairmont), June 10, 1879; *W. Va. Journal of Ed.*, Jan. 29, 1879; Normal School Regents, *Report* (1881-82), p. 2.
23. Patricia A. Jack, "History of Glenville State College" (M. A. Thesis. W. V. U. 1949); War of the Rebellion, *Official Records*, I, Vol. XII, pt. I, p. 450; State Board of Control, *Report* (1922), pt. II, pp. 601-602.
24. Callahan, *History of West Virginia, old and new*, Vol. I, pp. 407-408; Shawkey, *West Virginia*, Vol. I, pp. 398-400; *Princeton Observer*, Aug. 5, 1937; State Board of Control, *Report* (1922), pt. II, pp. 601-602; *Session Acts* (1872), pp. 172; *ibid.*, (1872-73), pp. 469-470.
25. *Session Acts* (1871), p. 123; *ibid.*, (1872), p. 148; *ibid.*, (1872-73), p. 435; Millard K. Bushong, *History of Jefferson County, West Virginia*, p. 15; *Jefferson County Historical Society Magazine*, Dec., 1939; *W. Va. Ed. Monthly*, April, 1876; *The School Journal*, Aug., 1895; *ibid.*, Nov., 1882.
26. Wm K. Woolery, *Bethany Years*, pp. 104-122.
27. *Wheeling Daily Intelligencer*, June 9, 1865; *ibid.*, June 14, 1865; *ibid.*, June 22, 1865; U. S. Com. of Ed., *Report* (1873), p. 411; *Wheeling Sunday News*, March 3, 1935; *Morgan and Cork, Hist. of Ed.*, pp. 159-161.
28. *Wheeling Daily Intelligencer*, April 8, 1867; *ibid.*, April 15, 1867; *ibid.*, June 26, 1867; *The West Virginia Journal of Education*, Feb. 5, 1879.
29. Arthur I. Boreman, "Letters and Papers" in Department of Archives and History, Charleston, W. Va. See also "Special Messages and Reports," in *W. Va. Documents*, 1868; Letter from D. B. Puriton, President of Denison University to Prof. James S. Stewart of West Virginia University, dated Sept. 5, 1898; *Wheeling Daily Intelligencer*, Dec. 8, 1867; *ibid.*, June 26, 1868; *ibid.*, Dec. 18, 1868.
30. The new members, together with the districts represented, were (1) George W. Franzheim, (2) L. S. Hough, (3) Charles J. Faulkner, (4) H. S. Carr, (5) D. D. Johnson, (6) F. M. Chalfant, (7) H. S. Walker, (8) A. F. Mathews, and (9) Isaiah Bee, only two of whom, Mathews and Bee, had been members of the board in 1872. W. Va. U., *Catalogue* (1872-73), (1873-74). Col. Johnson, a prominent Baptist layman, served as chairman of the board from 1873 to June, 1883, when he was succeeded by John A. Robinson of Patterson Creek, but Johnson remained a member until May, 1891 when he resigned because of his election to the staff of the Agricultural Experiment Station. A. B. Fleming, "Letters and Papers," May 4, 1891.
31. John Work Scott was born at Peach Bottom, York County, Pennsylvania, November 27, 1807 and died at Charlotte, North Carolina, July 25, 1879. Following his graduation from Princeton in 1827 he was for ten years employed as a student, teacher, and preacher. Beginning in 1837 he was for ten years head of Grove Academy, Steubenville, Ohio, and from September, 1847 to December, 1852, he was principal of Linsly Institute in Wheeling, Virginia. From 1852 to 1865, when Washington (Washington) and Jefferson (Cannonsburg, Pa.) colleges were merged, he was president of the former. In 1865 he was elected president of Woodburn

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Seminary (Morgantown, W. Va.) and soon thereafter of Monongalia Academy. During his last years he was troubled by failing eyesight and spent much time on his farm near Ridgeway, North Carolina. His sight having been restored somewhat by an operation, in 1878 he took charge of Riddle Institute, a Presbyterian maintained classical and theological school for Negroes in Charlotte, North Carolina. See *W. Va. Journal of Education*, Aug. 6, 1879.

32. *Diary*, Vol. I, pp. 319-320; *Educational Monthly*, Sept., 1875.
33. *The Greenbrier Independent*, July 26, 1873; *ibid.*, July 11, 1874; *ibid.*, July 25, 1874; *ibid.*, Aug. 21, 1875; *Senate Journal* (1872), pp. 12-124; *ibid.*, (1879), pp. 20-22; *W. Va. Public Documents* (1887), p. 63; *ibid.*, (1897-99), pp. 32-33; *ibid.*, (Governor's Message, 1883), p. 10; W. Va. Tax Com., *Report* (1883).

CHAPTER VII

THE TRANSITION, 1880-1909

PART ONE — ELEMENTARY AND SECONDARY EDUCATION TRENDS AND DEVELOPMENTS

PRIMARILY BECAUSE of incident developments in secondary education, the period beginning about 1880 was, from the outset, called the Transition. Throughout the period leadership was shifting to persons educated under the influence of the public free school, and legislative experimenting to adjust it to a society wracked by civil war and its aftermaths culminated in a system somewhat distinctive. Under the leadership of State Superintendent White and County Superintendent Alex. L. Wade the new state had, "in some respects", led the entire country in educational progress in the Reconstruction. Although state superintendents B. L. Butcher (1881-1885), B. S. Morgan (1885-1893), V. A. Lewis (1893-1897), and J. R. Trotter (1897-1901) later became lawyers, without exception they had been teachers and had enthusiasm for the teaching profession but not enough to remain in it after they had completed their respective terms of office. In 1900 T. C. Miller, a school man with a professional viewpoint and purpose, was elected to the state superintendency.

Failure to keep the state in the forefront of educational progress was not therefore due primarily to a lack of interest in popular education. More than anything else perhaps, it was a maladjustment to the Industrial Revolution.¹ In the period of domestic economy progress was largely a matter of individual initiative and resourcefulness, and leaders went far. But in the period of industrial economy progress was largely a matter of corporate initiative and control with chief interest in material gain. To those West Virginians who had long speculated upon the possibilities of their rich natural resources, it seemed that their day, in keeping with the plans and purposes of the "Creator of Every Good and Perfect Gift," had arrived. Under the spell the best talents were directed to the "development of the state's natural resources" in the hope that other things would follow as a matter of course.

Unfortunately for the state's educational interests, the corporate control of its industrial economy was largely non-resident. Inasmuch as there was little available resident capital, leaders vied with each other in making investments attractive to "out-of-state capital" which, with the tacit approval of the public generally and in defiance of the state constitution, was given assurances with respect to taxes and to public expenditures. In only a few instances did the leaders, either resident or non-resident, oppose



BERNARD L. BUTCHER
1881-1885



BENJAMIN S. MORGAN
1885-1893



VIRGIL A. LEWIS
1893-1897



JAMES R. TROTTER
1897-1901

STATE SUPERINTENDENTS OF FREE SCHOOLS

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public free schools, but they became a secondary instead of a primary interest, as in the pre-Civil War and the Reconstruction periods. Under such conditions the educational leadership and the teaching personnel, with notable exceptions, tended to become second rate, and a tendency, begun in the Reconstruction, of looking to the North for every good thing was heightened. Thomas Jefferson, Dr. Henry Ruffner, and even White and Wade were all but forgotten. Incidentally, the poverty complex of the Reconstruction took on an inferiority complex which, more than anything else perhaps, tended to thwart individual initiative in education. Under the circumstances it was not expected and, when it did appear, it was regarded with suspicion.

Much of the maladjustment of this period may be accounted for by the fact that the changes were the result of a revolution. To appreciate this, it is recalled that West Virginians, as of 1880 and as determined by their mode of life, were as old as the Babylonians, in that some of them were still using such primitive tools as flails and sickles. At the end of this period most of them were still practicing domestic economy, but an increasing number resided in towns and cities and depended upon industry for subsistence.² Because of the limitations of human nature and because of their failure to give more attention to education, they had thus been deprived of a due share of their birthright, in that their natural resources were being exploited rather than developed. Moreover, throughout large areas the inhabitants had been overtaken and in many cases submerged by an arrested economic development. Thus the "thorough and efficient system of free schools," authorized in the constitution failed to materialize.

From this forbidding picture it must not be inferred that interest in, even zest for, public free schools was entirely submerged. Through the use of professional journals, teachers' institutes, and normal schools a number of leaders, thanks largely to Peabody fund influences, retained something of the vision of the founding fathers with respect to schools. With followers of Thomas Jefferson the need for them was always present, if not compelling. As a consequence there was a modicum of progress in the Transition. For instance, professional journals had an ever widening circle of readers; the graded course of study for country schools was used generally; a state-wide system of uniform examinations was evolved; the county superintendent became an effective official; the need for expert supervision was recognized; high schools all but drove the old time academies out of existence; and "patches" of free schools in 1880 expanded by 1909 so as to embrace the entire state.

Another accomplishment of the Transition was indicated in the character and the technique of those who took over at the end of the period. For the most part, they had all been born after the Civil War. Many of them were followers of N. M. Butler and John Dewey. Generally they

believed that good teachers could be trained and that they did not thus need to be born to their profession. Natural aptitude was admittedly helpful, but it was not, as in the former period, a *sine qua non*. With few exceptions the common goal was a state educational system embracing all public supported institutions. Taking their cues from the business world, the new leaders generally believed that education could and should be administered and financed scientifically. Their greatest difficulty was that it was not an immediately obvious dividend paying investment.

Shortly after 1880 unification of the state educational system became a common objective among the leaders. Although the desire for such a system was implied in the constitution, attainment was first proposed by State Superintendent Morgan. As the absence of secondary schools was generally conceded to be the weakest link in the existing system, he would have established public high schools throughout the state and a strong academic department in each of the state normals, thus temporarily forfeiting the legal right of the latter to become either teacher training institutions or colleges.

In pursuit of this policy the normal school regents in 1885 declared it "unwise and impracticable" to develop the normals into colleges and adopted a uniform course of study which coincided with that then offered in the preparatory department of the University. This action was justified on the score that none of the normals, except that in Shepherd College, were then offering work beyond the third year high school, that all of them were offering elementary work, and that their courses of study had evolved without any common plan or purpose. In co-operation with the normal school regents, the University admitted to its freshman classes, without examination, graduates who had completed the prescribed courses.

With members of the University faculty, notably President E. Marsh Turner and Professors W. P. Willey, D. B. Purinton, and I. C. White leading the thinking, the plan for unity grew in favor and effectiveness. In the interest of the latter the normal school regents, under the leadership of Superintendent Morgan, adopted the policy of drawing their staffs, especially the principals, from graduates of the University. In pursuit of this policy S. B. Brown became principal in 1885 at Glenville; T. J. Woofter in 1885 at Shepherd College; T. E. Hodges in 1886 at Marshall College; R. A. Armstrong in 1886 at West Liberty; A. B. Bush in 1887 at Shepherd College; J. D. Sweeney, after six years as assistant principal, in 1891 at Athens; W. J. Holden in 1895 at Glenville; and L. J. Corbly in 1896 at Marshall College.

Inasmuch as two of the normals, Marshall and Shepherd, were already colleges in name and as the others could legally have been converted into colleges without additional legislation, these policies were far reaching and significant. Among other things, they meant that the

state normals had to all intents and purposes become preparatory schools to the University and had abdicated their right to become teachers' colleges. Moreover, they emphasized the importance of knowledge over method, which approach was objectionable to a widening circle of teachers. Generally, they wished to retain the normals as teacher training schools and objected to staffing them with university graduates on the score that their training did not qualify them for normal school work.

Thus challenged, Superintendent Morgan defended the policy of the regents on the ground that the normals, under direction of University graduates, were growing in popular favor. He claimed also that the appointees were the best that could be found anywhere for the compensation paid them. Motivated by the conviction that "the greatest difficulty in the way of progress of education in West Virginia is the want of a unification of interests and sentiment concerning the true relations and functions of the University and the State Normal Schools", Superintendent Morgan resolved to press the unification program with vigor. It was largely as a result of this insistence that the normal regents in 1894 adopted a uniform course of study, both normal and academic, and uniform textbooks for all the normals. Five years later they adopted an academic course of study, which articulated on the one hand with the state prescribed course for the primary and elementary grades, and on the other with the course followed in the preparatory department of the University.

In matters involving such fundamentals, differences of opinion were inevitable. Generally, members of the University faculty were for unification and standardization, but the policy found favor also with "friends of the University." Among these M. C. Lough, a University alumnus, '99, claimed that the "so-called normals," were "doing academic work purely, adding a smattering of pedagogy, methods of teaching, and history of education." He would, therefore, have converted all of them into secondary schools and established at the University a two year professional course for teachers, open to graduates of accredited secondary schools and colleges. Anticipating a later development, graduates from the proposed professional course would have been entitled, without examination, to teachers' certificates good for six and twelve years, as determined by whether they were diploma or degree students.

In keeping with proposals to the effect that the University should be the capsheaf of a unified educational system and in compliance with recommendations of the State Educational Association, the University had in 1893 established a chair of pedagogy with T. C. Miller, former Superintendent of the Fairmont Schools, as the occupant. Five years later the University established a summer quarter primarily for teachers. At the same time it offered correspondence courses for the same purpose. Moreover, beginning in 1898 it announced an extensive program of graduate work; in defiance of the legislature a summer school was held

in 1902; and in 1903 the University sponsored the first of a long series of annual conferences primarily for teachers. The sentiment and purpose back of these movements found expression also in a proposal for the establishment of a state board of education authorized to work out and administer a unified educational system.

Generally, officialdom agreed that teacher training was necessary, but it did not approve claims of "friends of the Normals" to the effect that they were the most essential single factor in the educational system. For instance, Governor G. W. Atkinson in his inaugural address (1897) said: "We have no real Normal School in our State. We ought to have one . . . Our so-called Normal Schools are only academies. While admitting that there was not a single normal school in the state that did the work of a real normal, State Superintendent J. R. Trotter approved the Governor's proposal as "Perhaps . . . a happy solution of the difficulty." Four years later Governor A. B. White expressed similar ideas, as did also Governor W. M. O. Dawson still four years later. Dawson would have abolished all but two of the normals and converted the others into county high schools. With temporary aid from the state, he believed that this was possible and that the legislature would thus be better able "to take care of the University and the remaining educational institutions in a more generous manner."

Led by graduates of the Peabody Normal College at Nashville, Tennessee, and by those who had received professional training at the University or elsewhere, an increasing number of educators, on the other hand, demanded retention of the state normal schools and their development into first class teacher training institutions. Generally, they admitted that the normals had failed and were not what they should be, but they claimed that they were all they could be under the circumstances, in the almost complete absence of secondary schools. According to J. C. Shaw, a Peabody graduate, the West Virginia normals, like those elsewhere, filled a chasm between the University and the elementary schools. He did not object, however, to reducing the number of state supported normals. On the other hand, L. J. Corbly, Principal of Marshall College, would have retained all of them and converted them into first class training schools, as needed.

In response to the exigencies of this situation, the personnel of the board having changed under an act of 1901, the normal regents that year re-established a training department in Marshall College and soon thereafter authorized the establishment of similar departments at Fairmont and at Athens. Each of the normals continued, however, to be handicapped by a shortage of teachers, caused by the fact that the most capable and progressive young men were being attracted to industry and commerce and by the reluctance of young women to become teachers. As indicated elsewhere comparatively few boys then attended high schools.

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These conditions kept the normals from developing into training schools and, as late as 1905, they were officially described as "normals in name only."

As a result of the discussions incident to unification and teacher training programs two schools of thought developed: The new school sponsoring the "new education", and the old school relying upon the lessons of experience. Generally the old school claimed that teachers were born, whereas the new school claimed that they could be made, even out of fishermen. In other words, the old school emphasized knowledge and aptitude, whereas the new school emphasized knowledge and teacher training. The pros and cons of the resulting expressions occupied the major portion of the educational journals and divided teachers and administrators into two semi-hostile camps.

Although the old school was dominant at the end of this period, the new school had gained a secure foothold. For instance, beginning about 1885 proposals to abolish the normals were made less frequently and were received less agreeably than in the past.³ Two years later appropriations were made to pay the back salaries of normal school teachers due since 1880, and regular appropriations were made with few or no questions. Moreover, they increased from a total of \$8,000 in 1883 to \$30,000 in 1905; and after 1889 no normal was required to earn its particular appropriation at the stipulated rate of \$3.50 per student per month, as required prior thereto. Meanwhile the total enrollment had trebled. More significant still, beginning about 1900 the normals were generally administered by specially trained persons. It mattered not that the total appropriation was only one tenth of that then made for the same purpose by the state of Wisconsin.

The situation, as of 1898, was perhaps adequately described by Joseph Rosier, Superintendent of the Fairmont Public Schools. In "Some Pedagogical Tendencies" he said

Much credit is due pedagogical research for the vast array of facts it has established in regard to childgrowth, and for the extensive observations of mind activity and mental development that have been made. When the investigator assumes the attitude of a cold scientist toward the child, and regards it as a plant in his herbarium, or as a fossil in his geological collection, he may give to the world many volumes in a measure interesting and valuable, but he will never lead anyone by that road to any real conception of the vital act of teaching.

* * *

Another fact that comes to us with renewed force, after our escape from the tangled web of educational theories, is that after all a thorough knowledge of the subject to be taught is one of the most important qualifications of the teacher. Let us not longer deceive ourselves by thinking that knowledge—deep, wide, clear and comprehensive knowledge—is any less a necessity on account of the multiplication of pedagogical theories and fancies. There is no power that awakes, inspires, and directs a pupil so well, as an absolute and thorough mastery of the subject by the teacher. It is not the purpose of the writer to discredit or ignore any of those pedagogical theories, or

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teaching principles, which must guide in all the work of instruction, but simply to remind the enthusiast in these things that no amount of theory and observation of mental operations can be substituted for broad and comprehensive knowledge.⁴

Spiritual and moral sentiments were meanwhile finding expression in numerous articles and addresses warning against the stultifying influences of mammon. Like the contemporary admonitions to lay up stores in Heaven, most of the spiritual appeals went unheeded and, with loyal devotion and blind credulity, the most capable young men continued to attach themselves to "the interests." As a consequence, school principals and superintendents tended to become weaklings by comparison. There was also much inbreeding. In a public address before the Kanawha County School Officers' Association, December 2, 1905, Governor Dawson attributed the resulting educational decadence to absorption in material things and pled for a revival of the old time interest in "the common schools."

That such a revival was needed is indicated in the following extracts from editorials in *The School Journal*:

In some places the rule (inbreeding) is followed so persistently that teachers whose influence was absolutely pernicious have been placed where they could do the most harm, in charge of the primary department. One of the poorest schools in this State has not a teacher from outside the limits of the town; and what is far worse, few if any of them have even been out of town to visit another school. It is not to be wondered at that in their arrogant pride, they boast of having the best schools in the whole country.

* * *

Almost seventy-five per cent of our schools are taught by those who are unable to reach the moderate standard required for a first-grade certificate. Immature girls, with the merest smattering of learning, essay to teach young Americans what they ought to know of civics, citizenship and morality. It is in this respect that our schools, and especially our country schools, are weak . . . It is the parsimony of districts and boards of education that has brought this condition to pass. The higher type of teachers will come with the larger expenditure for schools.⁵

Church and alleged moral forces were at the same time crusading against the use of alcoholic beverages and narcotics. In furtherance of their efforts, aided by a newly created state board of health, a legislative act of 1887 added physiology and hygiene to the subjects required by law to be taught in the common schools after July 1, 1889. It also required that regular instruction be given in the alleged injurious effects of alcoholics and narcotics upon the human body. As much as any other factor, the resulting instruction shaped the attitudes and habits of a large element of the current population.

Women were meanwhile demanding the suffrage as an effective weapon in their declared intention to "drive the saloon from the land" and to suppress the "vile cigarette." Under slogans invented by David Starr Jordan and other nationally known educators, school principals and

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teachers were at the same time organizing crusades against the saloon and the cigarette, and few educators used alcoholic beverages and tobacco in any form. On the other hand, school administrators and teachers generally agreed with the following from W. M. Henderson, Superintendent of the Moundsville Schools: "No danger facing our boys today compares in ability to do them injury with the cigarette habit. Whenever an otherwise bright boy begins to lag, falls behind in his classes and becomes indifferent to his work, it is safe to assume that he is a victim of the cigarette."

Still other straws indicated the extra curricular interests. Among these was the frequent mention of G. Stanley Hall and Horace Mann in the educational literature which also featured pros and cons of mental discipline, the kindergarten, retirement compensation for teachers, and fine spun distinctions between "pedagogy" and "education". Through the use of pictures, notably the "Perry Pictures", the objective method of teaching was gaining favor. Peabody Scholarships having been discontinued, interest shifted to Rhodes Scholarships, the first of which was awarded in 1904. In 1902 thirteen West Virginians were teaching in the Philippines. With the development of industry and mining, there was a demand for public night schools, but such of these schools as became active were financed privately and by voluntary contributions. Requests for legislation to prevent the employment of children under twelve years of age in mines, factories, or workshops or in agriculture during the regular school sessions, first made in 1887, went unheeded until 1907, when boys under fourteen years of age and girls of any age were forbidden to work in coal mines. To supply the increasing requests for information a state educational directory was first published in 1904. More significant still, the need for vocational education was being emphasized; in 1899 the legislature authorized towns and villages of one thousand or more population to establish kindergartens without the approval of the voters; in 1901 boards of education were given discretionary authority to purchase United States flags and display them over school houses during the time schools were in session; in 1906 Governor Dawson appointed a commission of seven persons, including the state superintendent, to revise the school law; in 1900 the number of Negro women teachers exceeded the number of men; and five years later white women teachers exceeded the men.

Other developments tended to become institutionalized. Among these was Arbor Day, first designated in 1882 by State Superintendent Butcher soon after his return from a meeting of the American Forestry Congress, where he had talked with Dr. R. G. Northrop, former Connecticut State Superintendent of Public Instruction and a nature enthusiast. The Great Flood in the Ohio Valley in February, 1884, emphasized the need for reforestation, and soon thereafter Superintendent Butcher desig-

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nated April 18, 1884, as the first Arbor Day. Thereafter one and sometimes two days were observed annually, but, after a short time, the number was reduced to one, usually a day in April, designated by the state superintendent of free schools,⁶ and, as in 1908, by the governor. Toward the end of this period "Arbor Day" and "Bird Day" were observed jointly by teachers and pupils and informing manuals were prepared by the state department of education for their guidance.

The interest thus aroused was however absorbed in the wider conservation movement, and Arbor Day was not observed regularly thereafter and Bird Day ceased to be observed. Moreover, unlike other states, West Virginia did not have a legally designated state bird.⁷ Interest in Arbor Day, together with the practices of other states, did however contribute to the choice of a state flower, the big laurel or rhododendron. Appropriately, the choice was made by the school children and their teachers. By an act passed February 23, 1903, their preference was officially designated by the legislature as "The State Flower". Embarrassment incident to the absence of a state emblem for use on West Virginia Day, June 20, 1904, at the Louisiana Purchase Exposition caused the legislature the following year to adopt a state flag.

As told in semi-centennial editions of newspapers, the educational developments in certain coal producing counties, notably Fayette, Kanawha, Logan, Mercer, McDowell, and Mingo, were phenomenal. In brief, they told of the transformation of one room country schools into city systems, as in Bluefield, Welch, and Williamson, and of the transformation of log school houses into modern buildings housing some of the best paid teachers in the state. The developments in McDowell County were typical. From nine log school houses in 1885, worth less than \$100 each, having no equipment other than homemade benches used only three months in the year, the number of school buildings rose to 78 in 1904 and their value ranged from \$300 to \$6,000 each. More than half of the schools thus accommodated had eight month terms and 115 teachers were employed, most of them at \$50 per month, or \$16.44 more than the average monthly salary for the entire state. The newness of this transformation tended to minimize experience and to foster corruption, but the salary appeal attracted both character and experience and thus contributed to progress.

With James Bryson, A. Judson Hutchinson, C. Perry Stover, N. B. Hendricks, and other teachers pioneering the way in the paths of the lumbermen, Raleigh County in the 1880's and 1890's experienced a development similar to that of McDowell and other neighboring counties. In the former terms ranged from three to four months and salaries from \$15.00 to \$25.00 in the 1880's. Most of the school buildings were then "of nice hewed oak logs, 20 by 22 feet, with a good pine shingle roof nine feet from floor to ceiling" and otherwise "good and comfortable

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in every respect as the law requires". By mid-1880's, those of the Shady Spring district were required to be 22 by 26 feet and ten feet high. Moreover, they were to be framed and have three windows on each side, containing twelve lights each, ten by twelve inches in size. The cost of such buildings rarely exceeded \$200.00. By the end of this period (1909), however, larger and better school buildings were being erected; the school terms had lengthened; and missionary schools, notably "Stockdale Home" and "Beckley Institute", were pointing the way to secondary education programs.

ORGANIZATIONS

Throughout this period the State Educational Association functioned with increasing effectiveness. Adhering to a practice established by the founders, the state superintendent of free schools was president to 1904, when A. J. Wilkinson, a successful representative of the American Book Company with educator friends in high places, was elected to that office. After one year Geo. S. Laidley, Superintendent of the Charleston Public Schools, succeeded Wilkinson. President Laidley's successors in this period were R. A. Armstrong (1907), F. B. Trotter (1908), and Joseph Rosier (1909).

Primarily for the purpose of providing adequate transportation facilities and hotel accommodations and of bringing West Virginia school teachers under the glamorous influence of S. B. Elkins and H. G. Davis sponsored Deer Park, then the Summer Capitol of the United States, the annual meeting of the State Educational Association was held at Mountain Lake Park, Maryland, in 1886, 1888, 1901, and in 1902. Otherwise all the meeting places in this period were within the state. They were: Morgantown (1881), Kingwood (1882), Buckhannon (1883), New Martinsville (1884), Keyser (1885), Charleston (1887), Morgantown (1889), Moundsville (1890), Buckhannon (1891), Grafton (1892), Huntington (1893), Fairmont (1894), Shepherdstown (1895), Charleston (1896), Clarksburg (1897), Wheeling (1898), White Sulphur (1899), Parkersburg (1900), White Sulphur (1903), Morgantown (1904), White Sulphur (1905), Fairmont (1906), Huntington (1907), Elkins (1908), and Clarksburg (1909). Although most of the meetings were in the northern part of the state where transportation facilities were best, at the end of this period it was sometimes necessary to use freight trains to reach the meeting places without prolonging one's journey unduly. In 1906 the present author, in company with Geo. S. Laidley, President of the State Educational Association, rode a freight train part of the distance between Charleston to Fairmont to save time in reaching the place of the annual meeting for that year.

Objectives of the State Educational Association were indicated in the annual resolutions. Among other things, those of 1899 asked for a

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state system of uniform examinations, for retirement compensation for teachers, for legislation to compel sheriffs to pay teachers orders promptly, for an increase in the state levy from ten cents to fifteen cents on the hundred dollar valuation, for the enactment of a law forbidding county superintendents to teach while schools were in regular session, for a compulsory attendance law, and for higher standards for county superintendents. Toward the end of the period increasing attention was given to method, teacher training, and "the new education."

In 1891 Negro teachers, at the initiative of H. B. Rice and Byrd Prillerman, organized the West Virginia Teachers' Association. As stated in the preamble of its constitution this organization proposed "to elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the state of West Virginia." Byrd Prillerman was the first president and, except during 1893-94 when J. E. Campbell was president, he served continuously to 1898, when J. A. Jefferson of Sumner School, Parkersburg, was made president. The programs of this organization were conducted on a high plane, and the annual meetings were generally addressed by the state superintendent of free schools.

PROFESSIONAL JOURNALS

Until almost the end of this period the *West Virginia School Journal* was the organ of the state department of free schools. As such, the initial number appeared in November, 1881, with State Superintendent B. L. Butcher as editor of the official department and T. B. McCain of the Wheeling public schools, as editor of the professional columns. From the outset "*The School Journal*" was primarily an enterprise of the state superintendent who justified it on the ground that the state law authorized the state superintendent "to aim at perfecting the system of free schools." Publication was through his office with Superintendent Butcher and Dr. J. M. Birch, Principal of Linsly Institute, Wheeling, as business managers.

The School Journal continued active under the management of Superintendent Butcher to October, 1884, when it was sold to his successor, B. S. Morgan. Under Superintendent Morgan's editorship and management, assisted by J. F. Cork, the size of the publication was changed from octavo book to sixteen page (11 x 14 inch) magazine form, and the place of publication from Wheeling to Morgantown with J. E. Fleming as printer and T. E. Hodges of the Morgantown Graded School as business manager. With the removal in 1885 of the state capital from Wheeling to Charleston the latter became the publication place of *The School Journal*. In an effort to widen its influence, the principals of the state normals and Professor W. P. Willey of the University, were made associate editors. In April, 1886, a new literary department was placed

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under the editorship of Waitman Barbe, as an antidote to the materialism which was then sweeping the state.

In December, 1892, *The School Journal* was sold to Superintendent V. A. Lewis who, by featuring historical articles, increased the subscriptions to about four thousand by March, 1897, when ownership and control were taken over by Superintendent J. R. Trotter with L. C. Anderson as assistant editor and M. P. Shawkey as business manager. Beginning with the September, 1898, issue, *The School Journal* was returned to its original book form. Despite repeated failures of the printers, it survived, and in 1901 the ownership passed to Superintendent T. C. Miller who, beginning with the April, 1902, issue, jumped the volume numbers from "23" to "31". Thus, by one stroke he increased the age of "*The Journal*" eight years. This course was justified on the score that it had a "preempted inheritance" in the *West Virginia Educational Journal*, established in 1872. The change was, however, unfortunate, because it erroneously assumed that *The Educational Journal* had been published continuously to 1881.

In May, 1904, Superintendent Miller, without consulting the business manager, sold *The School Journal* to Drs. R. A. Armstrong and Waitman Barbe of the University. Under a private arrangement with the new owners it continued to be the organ of the state department of free schools for programs, new laws, and information pertaining to teachers' examinations. Although this change in ownership was not approved by all of Superintendent Miller's associates, it was justified on the ground that the department, following the enactment in 1903 of a uniform examination law, was over-worked; that sufficient time could not be given *The School Journal* to make it a paying enterprise; and that at least a part of the cost of publication should be borne by the state. As the new owners and editors were each scholars of high standing and authors of more than local reputation, the change was welcomed as an opportunity to place *The School Journal* on a high literary and professional plane.

Several attempts had meanwhile been made to launch other educational journals. At varying intervals the normals issued monthlies; from 1877 to 1896, inclusive, *University Daily* appeared regularly during commencement week; and, beginning in April, 1892, R. W. Vandale published six monthly issues of the *West Virginia Educational News*. In 1885 the teacher's institute of Putnam County commended the *Kanawha Valley Teacher*.

PEABODY SCHOLARSHIPS

The Rev. J. L. M. Curry, successor to the Rev. Barnas Sears as agent of the Peabody fund, modified the policy of his predecessor by diverting most of the aid therefrom to teachers' institutes and to scho-

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larships in Peabody Normal College at Nashville, Tennessee. Under this plan West Virginia was allowed six \$200 scholarships for the year 1881-82, but only three persons, Eva Miller of Wheeling, W. C. Copeman of Preston County, and M. M. Ross of Marion County, qualified for and accepted appointments. After a short time, however, none of these scholarships went begging. In 1886 the number was increased to eight and in 1892 to twelve. At the same time the cash value of each scholarship was reduced to \$100. In addition thereto holders were given transportation to and from Nashville, free textbooks, and exemption from all student fees.

As the entrance requirements to Peabody Normal College were not high, its scholarships afforded many West Virginians residing in rural districts without high schools or academies an opportunity to get a secondary education, together with professional training for teaching. Among those who embraced this opportunity and later rose to distinction as teachers and administrators were M. M. Ross, Principal of Fairmont State Normal; J. N. Deahl of Barbour County, Principal of the West Liberty State Normal, first professor of Education in West Virginia University, and first dean of its College of Education; C. J. C. Bennett of Marion County, principal of the Fairmont State Normal; J. M. Skinner of Wetzel County, principal of West Liberty State Normal; J. N. Simpson of Mason County, founder of the University School of Medicine; J. C. Shaw of Barbour County, principal of Glenville State Normal and first president of West Liberty State Teachers College; and T. J. Woofter, principal of Shepherd College.⁸ A number of successful teachers trained by the Peabody Normal College included E. E. Mercer, C. J. Maxwell, Sue Sheetz, and Cordelia Orr. Without exception, they were imbued with the idea that teaching should be a profession.

While a student in Peabody Normal College, Mr. Shaw earned a masters degree on a thesis entitled, "Chairs of Pedagogy in the United States." This was a historical presentation and, as much as anything else perhaps, indicated the character of the professional training which West Virginians were then receiving at Nashville. However that may be, they were among the leaders in emphasizing the need for professional training in their home state at a time when their own normals were only high schools and before a "Chair of Pedagogy" had been established at the University. In the twenty years during which Peabody Scholarships were available the total financial benefits derived therefrom by West Virginians was in excess of \$50,000. Following their discontinuance in 1904, few West Virginians attended Peabody Normal College. Instead, they turned to their own normals which were again emphasizing professional training.

Peabody influences had meanwhile converted Capon Springs, Hampshire County, into a rallying point for those interested in the educational

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advancement of the South. Influenced by the peaceful quiet and picturesque beauty of this old resort, then falling into decay, the Rev. Edward Abbott of St. James Parish Church, Cambridge, Massachusetts, chose it in 1898 as a suitable meeting place for his associates. A second meeting that same year was presided over by the Rev. Dr. J. L. M. Curry, Agent of the Peabody Fund. This gathering was sponsored by the higher institutions of learning in Virginia and attended by G. F. Peabody, Seth Low, R. W. Gilder, Lyman Abbott, Felix Adler, W. H. Page, W. T. Harris, and A. D. Mayo. A third meeting, held there in 1899, was attended by W. L. Wilson, President of Washington and Lee University, who was then suffering from a pulmonary affliction which soon brought his life to a close. The fourth and last meeting (1900) was under the influence of R. D. Ogden, a New York merchant.

THE TEACHERS' COUNTY INSTITUTE

This was preeminently the period of the teachers' county institute. At its best, this was an extended normal providing information, enthusiasm, and a smattering of professional training. In fact, it provided about all the professional training that teachers then received and was a sort of itinerant teacher training institution. At its worst, it was a compulsory five day ordeal inflicted by a "crossroads professor" with the aid of partisan candidates, commercial salesmen, and a joke book interspersed with questionable stories. On the whole, however, the results were good, for it was through their institutes that many young teachers first learned of the State University, of the State Normal School and its branches, and of private and denominational colleges. Moreover, it was through such contacts that beginning teachers learned that they had not been completely educated when they had finished the grades and been certificated to teach. With the best of them it was still necessary to learn how to teach. In the most progressive counties "the teachers' institute" was also an occasion for many persons other than teachers. In 1885 institutes were given chief credit for the rapid advance in the teaching profession in the years immediately preceding, and in 1895 they were placed next to the normals in effectiveness.⁹

Although all active teachers, beginning in 1877, were required to attend at least one county institute annually, prior to 1879 the legislature made no appropriation to maintain them. Between 1879 and 1895 the total annual state allowance for that purpose was only \$500. As this was wholly inadequate, county institutes would have been abandoned but for aid from the Peabody Fund which prior to 1879 had financed them entirely and was largely responsible for their programs. In an effort to improve the quality of the personnel, they were being supplemented meanwhile by Peabody Institutes concerned primarily with the training of institute instructors and financed entirely by the Peabody Fund.

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As the wealth of the state increased agents of this fund gave notice from time to time that aid of all kinds would be withdrawn. Accordingly, the legislature in 1895 increased the annual allowance to \$1,000. In 1899 it was raised to \$3,000 and in 1905 to \$6,000. After 1895 aid from the Peabody fund was given in decreasing sums, and beginning in 1903, it was used by the state superintendent largely as a reserve to pay special lecturers. Among those most in demand were Dr. A. E. Winship, Dr. R. G. Boone, Dr. H. R. Sanford, Dr. C. A. Albert, Susan F. Chase, and Sarah E. Griswold. Otherwise compensations tended to be standardized at \$25.00 per week for each instructor and the total cost for any county was limited to \$100.

From time to time various devices were used to increase the usefulness of the county institute. For instance, in 1885 the teachers of Marshall County published a news sheet of four pages, *The Pedagogues Pastime*, for each day of the session. This publication was edited by W. B. Mathews, later chief clerk of the state supreme court of appeals, and carried detailed accounts of the proceedings, together with items of general educational interest and advertising material.

Under an act of 1877 district institutes were abolished and the length of the school month was extended from twenty to twenty-two days, two of which were given to compulsory institute attendance. Many teachers blamed the county institute for this injustice, but it tended to be forgotten after 1887, when the length of the school month was again fixed at twenty days. Soon thereafter the teachers' county institute entered its heyday and remained at a high state of popularity where county superintendents and institute instructors were zealous and capable. As a result, the annual attendance increased from 4,410 in 1881 to 9,936 in 1899, the high water mark.

"The Graded Course of Institute Work," covering a two year period in both academic and professional subjects, was almost as important as the institute itself. This course was an outgrowth of the course of study which the state superintendent, under an act of 1879, was required to prescribe for all institutes. Until 1891 the graded course was largely academic, but that year the legislature prescribed the content of a professional course which embraced "history of education, school management, methods of teaching, and educational psychology."

In this phase of professional study the legislators and the politicians seem to have been in advance of the educators, for, as yet, the state normals were normals in name only and the University had not established a chair of pedagogy. However that may be, most West Virginia teachers received their first professional training through self-directed study and the medium of the county institute. Whether significant or not, chief emphasis was then placed upon the history of education which today has been all but crowded from the professional curriculums.

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Following 1899 a number of factors contributed to the declining influence of the county institute. Outstanding among these was a scarcity of teachers, but the quality of the instruction was equally potent. The best talent refused to accept institute work in West Virginia, when it could get four to five times as much compensation elsewhere. Moreover, with the enactment in 1903 of a law authorizing a registration fee of one dollar for each enrollee, the aggregate enrollment dropped to 6,691 in 1906. Visitors declined to pay the charge, and teachers resented it as a device for passing the cost of their institutes to the teachers themselves. It mattered not that active teachers were at the same time allowed \$1.50 per day for institute attendance.

Among other things teachers objected to holding institutes in mid-summer. Reflecting the changing order, they wished something more specialized and readily transferable to their classrooms. Fortunately for their purposes, round tables and district institutes were coming into increasing favor. For instance, at the beginning of 1901-02 several counties organized teachers' district institutes, and that year an institute was held in each of the school districts of Greenbrier County. These activities were in compliance with an act of 1901, which required county superintendents to organize and conduct district institutes and paid teachers in service to attend them.

THE GRADED COURSE OF STUDY

Though the graded course of study and graduating system for country schools, as first worked out and applied by County Superintendent Alex. L. Wade in Monongalia County and published by him in book form in 1881, was, with modifications, at once adopted by many states of the Union and by several counties in West Virginia, it was not authorized there on a state-wide basis until 1891. The legislative act covering the subject required the state superintendent to prescribe "a manual and graded course of primary instruction" for country and village schools, to arrange the order of study of the several branches and the time to be devoted to each, and to provide for the advancement of pupils from grade to grade and their graduation upon the successful completion of the course. At the same time bookkeeping and civil government were added to the branches required by law to be taught after July 1, 1892, which at that time included also orthography, reading, penmanship, arithmetic, English grammar, United States history, general history, state history, and physiology and hygiene.

In view of the fact that the graded and graduating system for country schools was a home product and generally recognized as a progressive step, delay in its state-wide adoption was significant. More significant still, this delay was due in part to hostility to the author of the plan. In keeping with his idea that school attendance should be at-

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tractive rather than compulsory, he favored the use of "banner awards" to stimulate it. Quite early he also accepted the Spencer theory of interest as a sine qua non of the learning process. Despite the fact that he was a popular institute lecturer, he thus incurred the active opposition of those devotees to mental discipline, who then dominated the would-be teaching profession in West Virginia. Consequently, things which "Doctor" Wade favored were opposed as visionary and impractical.

Whatever the causes for the delay in its state-wide use, the graded and graduating system was generally well received. This was especially true of teachers who were already pursuing the graded course of professional study for teacher's institutes and the graduating system as outlined by Doctor Wade. Here and there patrons objected to the new system as a device to sell more textbooks (Dr. Wade was a book agent) and to keep the children in school longer than necessary to master "readin, ritin, and rithmetic," all that really counted. The new subjects, psychology, hygiene, civil government, and bookkeeping, were especially offensive.

Taking his cue from the best teachers and the needs of the new industrial order rather than from patron critics, State Superintendent Lewis put the new system into effect with zeal and resourcefulness. In this he seems to have been motivated by a desire for a state system, as contemplated in the constitution. Despite the fact that the free public schools had functioned for more than a quarter century, no effort had been made to standardize them, except through the use of common textbooks. The result was about as many different practices as there were teachers. To correct this Superintendent Lewis, in 1894, published a "Manual and Graded Course of Study for Country and Village Schools" that met with favor and was in general use by 1896. Like similar courses of study then used in many states, that for West Virginia adhered basically to principles and suggestions set forth in Alex. L. Wade's *A Graduating System for Country Schools*.¹⁰

CERTIFICATION OF TEACHERS

Throughout this period the certification of teachers was through written examinations with little regard for professional training as a means thereto, except that received in the school of experience. Between 1879 and 1887 all certification was by county boards composed of the county superintendent and two experienced teachers, each of whom had earned a number one certificate or its equivalent. As determined by the examiners, applicants were to be of good moral character and temperate habits. They might receive grade one, grade two, or grade three certificates, as determined by their percentage standings. In 1883 the examining boards were authorized to issue certificates good for four years to holders of grade one certificates, who had taught successfully for the three years immediately preceding their applications for renewal and

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who had an average of not less than ninety per cent on the required examinations.

As these awards were made without consideration of teaching levels and took no account of academic or professional training, the qualifying examinations were condemned as "harsh and unjust". To remedy these objections, officers and teachers alike generally favored a system of uniform examinations, adjusted to the different teaching levels. Instead of establishing such a system, the 1887 legislature created a state board of examiners authorized to grant first grade certificates good for twelve years and second grade good for six years. At the same time some of the harshness was removed from the county system by a provision which authorized the renewal, without examination, of first grade certificates to holders of eight years successful teaching experience. Moreover, graduates of the State Normal and its branches and of the University, who had taught successfully for three years on a grade one county certificate, were entitled, without examination, to a second grade state certificate and to a first grade state certificate at the expiration of a renewed second grade, provided they had taught successfully on the latter for four years.

Since 1879 county superintendents and other members of the county examining boards had taught without certificates, and beginning in 1893 first and second grade county certificates were made valid for four and two years, respectively. At the same time first grade certificates were made renewable, without examination, for four years and any and all certificates were made revokable for failure to attend the teachers' county institute. Two years later the legislature authorized the state board of education to place graduates of private and denominational schools, including the Peabody Normal College at Nashville, Tennessee, on a basis of equality with graduates of the University and the State Normal and its branches in matters of teacher certification. The outstanding feature of these acts was a tendency to repudiation of an educational maxim of the seventies and eighties to the effect that teaching standards could be maintained only by frequent and rigid examinations.

The possibility of lowered standards through the latitude given the state board of examiners, together with the crimes then being committed against honesty and decency by county examining boards, aroused Superintendent Trotter and his associates to demand preventive and corrective measures. As they saw it, the greatest weakness of the public free school system was incompetence in the teachers then being certificated through "love and affection" and well placed ten dollar bills. Fortunately the public was awakening to the conditions and demanding reforms. In response thereto a number of school men, through *The School Journal* and in other ways, pictured the horrible consequences and suggested a system of uniform examinations as a remedy. It was not, however, until 1903 that the legislature complied with their suggestions by enacting a uniform examination law.

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While the county boards and the state board of examiners were retained, all the powers and duties of the former having to do with the preparation of questions, the grading of manuscripts, and the granting of certificates were, by the uniform examination act, vested in the state superintendent of free schools. Under the system thus established examinations were to be held simultaneously in each county and under the supervision of the regular county boards. To prevent fraud, examination questions were to be opened and the resulting manuscripts were to be enveloped and sealed in the presence of the examiners and the applicants, and the local boards were authorized to exclude persons of immoral character and intemperate habits. All certificates were issued by the state superintendent and were divided into first, second, and third grades, as determined by the percentage standings of the applicants. First grades were valid for five years, second for three years, and third for one year, respectively, but a third grade could not be issued to the same applicant more than twice. At the time of this change twenty-eight of the states had some uniformity in teachers' examinations, eleven of them complete.

In the four uniform examinations held in 1903 there were a total of 3,950 applicants, of which number 600 received grade number one, 1,700 grade number two, 1,100 grade number three certificates. There were 550 failures. The results were generally satisfactory, because the system, where honestly administered, tended to encourage good teachers and to drive out poor ones and those who depended upon "pulls." The status of public morals did not, however, sustain vigorous enforcement of the law. Otherwise county superintendents who violated it would have been removed and other violators would have been subjected to fines and even to imprisonments. As such treatments were considered intolerable, teachers and examiners in entire counties and larger areas, mostly rural, "ganged up" to beat the "nefarious system". As described by the state superintendent in 1905 "a serious situation" resulted. Among other things, packages containing examination questions were opened and the contents widely distributed prior to the examinations. Thus the state superintendent felt constrained to ask prosecuting attorneys to make investigations.

LIBRARIES

Although West Virginia was one of the first states to have libraries in the rural schools, the public school library movement lagged there as elsewhere. The greatest accelerating force in West Virginia was perhaps the literary department of *The School Journal* edited by Waitman Barbe. At that time the Wheeling Public Library, owned and administered by the school board of that city; the Romney Public Library, owned by the Romney Literary Society; and the Charleston Library were the only institutions of their kind in the state. Soon thereafter teachers' county

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institute manuals and *The School Journal* were carrying suggestive programs for establishing public school libraries through the agency of "unpretentious entertainments." Largely as a result of these activities 594 such libraries, containing a total of 8,026 volumes, had been established by 1897.

State Superintendent Trotter (1897-1901) was active in building up public school libraries, as a result of which the number increased to 1,043 and the contents to 17,169 volumes by 1900. A wholesome feature of the situation was the belief, then growing in favor, that libraries, formerly regarded as luxuries for the rich, had become necessities for the poor and the rich alike. Generally, they were regarded as preferable to the "worthless charts and apparatus" which shrewd salesmen were then unloading upon school boards for the use of teachers, few of whom used them. To sustain and direct the growing interest in libraries, Superintendent Trotter designated September 7, 1900 as the first Library Day, but time and experience designated the first Friday in December as permanent "Library Day." Largely through the interest thus aroused the number of public school libraries increased to 2,937 by 1906 and the contents to 126,603 volumes. The library movement was aided by "Authors," a game played by children and adults, which made for author mindedness, and by a state department bulletin entitled "Programs and Suggestions for Library Day."

Together with the percentages of illiteracy and average daily school attendance, the library situation reflected, perhaps as truly as anything else, the educational status of West Virginia at the end of this period. According to the 1900 census, 12.9 per cent of the males of voting age were illiterate, and only fifty-one per cent of the total enumeration of youths attended school daily. At the same time, less than one-third of the public free schools had libraries, and daily newspapers and periodical magazines had not found a way to remote districts. Of this condition Superintendent Miller said, "Reports show that less than one in five of the schools of the State have any books outside of the necessary textbooks. The great part of these schools are in communities without either libraries or book stores of any kind, and are therefore almost entirely void of literature." As much as anything else the condition thus described kept West Virginia among the backward states in educational development.

TEXTBOOKS

From 1879 to 1897 textbooks were list prescribed by the legislature and contracted for by the state superintendent of free schools. An act of 1882 fixed maximum prices for certain of these books but left considerable latitude to the contracting authority with respect to the prices of the others and the quality and supply of all of them. Three years later school boards were required to purchase and keep on hand in the offices of their sec-

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retaries a supply of texts for reasonable needs, but their authority in this matter seems to have been permissive rather than mandatory. The practice of supplying books through local merchants was therefore continued until 1895, when a state-wide dispensary system was established, but the state superintendent defended the former system as the best that could be adopted under the circumstances.¹¹

The public continued meanwhile to criticize the textbook situation, particularly its monopoly features, the practice of introducing "revised editions" without leave or notice, and the failure of local merchants to have supplies when needed. In response to these criticisms the 1887 legislature appointed a joint committee to investigate the school book contract made in 1885. Four years later, Governor E. Willis Wilson, in convening the legislature in extra session, accused the textbook publishers of collusion in maintaining their monopolies and in charging "the people of this State fully one-third more for such books than they are reasonably worth."

After much investigating, the State Superintendent, B. S. Morgan, repeated his defense of the existing practice which, with a few changes, he considered preferable to adoptions by districts or counties, to state purchase or manufacture, or even to free textbooks. Except to forbid the use of "revised editions" during the period of contracts, the state textbook contract, made in 1890 for one year, was therefore extended for another five year period. Although the public continued to object to "the school book monopoly", the chief complaint, following 1891, was of the failure of local merchants to keep on hand a sufficient supply of texts, because of the low commission (16 2/3%) allowed them.

In places with extended terms the authorized texts were also objectionable because of the inadequate subject matter. It was to meet these objections that the state superintendent had in 1890 recommended the use of book depositories and the authorization of supplemental texts in districts having longer terms than seven months. The outcome was the depository act of 1895 previously mentioned.

Prescribing the list of texts to be used and declaring Hyde's *Language Lessons* to be English grammars, the "Depository Act" required boards of education to designate depositors to act as their agents in the distribution of textbooks. All such books were to be purchased through the building funds and thus to become the property of the boards of education. The depositors were required to give bond and to turn all receipts from the sale of textbooks over to the sheriff. In case publishers failed or refused to comply with the provisions of their contracts, the governor was authorized to appoint a three member by-partisan commission to contract with other publishers and thus to provide texts for each of the prescribed branches.

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As anticipated, the depository act proved unsatisfactory. Among other things, school boards tended to play politics in its administration and a number of legislative favored publishers refused to contract. Consequently, the governor, as authorized in 1895, appointed a commission to select and contract for the needed texts. At the same time, there was a growing demand for free textbooks, especially for the indigent poor, as a means of enforcing the contemplated compulsory attendance law. Taking advantage of the resulting confusion, those interested in having adoptions made by local units, in 1897 effected the enactment of the necessary legislation for that purpose.

The new act provided for a bi-partisan (five-four) board of nine members including the county superintendent. The other members were appointed by the county court—four from non-teacher free holders and three from active teachers. As thus constituted, the board was authorized to adopt texts and contract for them, as the old contracts expired. Members were to serve for four years each and any publisher receiving a contract was required to furnish a \$10,000 bond, filed with the state superintendent, for its legal execution.

County courts and adopting boards proving inadequate to their responsibilities, county adoptions were featured by fraud and corruption. By the use of bribes, shrewd agents of leading publishers vied with each other in getting final commitments from members of adopting boards and in placing retainers with "influential persons." Some of the resulting enmities continue to the present day (1948), and the interested public was disgusted. With these reactions and the pending adoptions in mind, Superintendent Miller in 1904 said, "There is . . . a strong trend of feeling in favor of State Uniformity, at least for the district schools and for the lower grades in towns and cities." Calling attention to the fact that a number of school boards, acting under a permissive authority granted in 1903, had provided free textbooks in their districts, the superintendent indicated that "many of our most progressive citizens" would be pleased to have them provided generally.

Nothing was done however until 1909, when the choice of textbooks was vested in a bi-partisan state commission of nine members, including the state superintendent, five of whom were required to be active educators. This commission was authorized to adopt "One book or one series of books, and only one, for use in each subject" throughout the state.

COMPULSORY ATTENDANCE

As the Reconstruction drew to a close teachers and school officials generally became interested in pupil attendance. This was especially true in the central, southern, and eastern counties, where a large element in the population had been alienated because of the pretensions of the Radicals

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and their disfranchising and decitizenizing laws and regulations. However, they continued loyal to their Jeffersonian principles to the effect that the state owed every child within its bounds an opportunity to get an education in the rudiments. Under the circumstances, it was however difficult to get them to accept that opportunity.

Fortunately, the Constitution of 1872 had simplified the problem by requiring the legislature to provide "a thorough and efficient system of free schools," which implied compulsory attendance. But with West Virginians there was something in compulsion that ran counter to their conceptions of liberty. Resistance to coercion of a sovereign state was in fact one of their most treasured memories. Acceptance of compulsory school attendance was therefore a matter of education for both the literate and the illiterate.

The size of the task thus undertaken was set forth in the annual reports of the state superintendents and in resolutions adopted by teachers' institutes. Generally, they indicated that not more than one-third of the enumerated school youth were in daily attendance. To meet this situation and at the same time pass the responsibility for improving it to the teachers and the school officials, the 1877 legislature enacted a law requiring the trustees of any sub-district to close the school and discharge the teacher, when the daily attendance for any month fell below thirty-five per cent of the whole number of pupils enumerated.

As this law imposed an intolerable burden upon the trustees and the teachers, the trustees passed enforcement to the teachers who in turn tried unsuccessfully to pass it to the parents. Out of contempt, the compulsory attendance act of 1877 was thus branded "the thirty-five per cent law" and attacked by school officials and teachers alike. For instance, D. B. Easley of Fayette County, found not more than five and in some places only three pupils in attendance at any of the twenty schools out of twenty-seven visited by him in 1880, and the biennial report of the state superintendent indicated that the general situation did not improve. Meanwhile teachers, quite significantly, were not asking for the repeal of the objectionable act, but for the enactment of more effective legislation. But, twelve years later, Superintendent Morgan could not see "the wisdom and practicability" of a general law, just at that time.

Solution of the illiteracy problem had meanwhile become a matter of state pride. Thus current information to the effect that the most progressive states of the Union, as well as of Europe, had compulsory school laws and regulations, received more than passing attention. The action of Kentucky, the first Southern state to take such action, in adopting a compulsory attendance law in 1895, had repercussions in West Virginia. Then, too, illiteracy was held responsible for a noticeable increase in crime and poverty incident to the change from agrarian to industrial

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economy. This was notably true in the case of juveniles and was largely responsible for the movement, endorsed generally by educators, to establish a "reform school" for boys. Thus the general public tended to join teachers and school officials in demands for a more effective attendance act.

More important still, State Superintendent V. A. Lewis, reversing the policy of his predecessors in that office, had accepted the principle of compulsion. In support of his position he, in 1896, called attention to the fact that 33,720, or 15 per cent, of the total school population of 219,308 between the ages of 6 and 16, and 47,122, or about 61 per cent, of the 77,209 youths between the ages of 16 and 21 were not enrolled. Moreover, in a total enrollment of 215,665 the daily attendance was only 141,081. Inasmuch as \$2,366,937.22 had been spent for public education in the year ending in 1896, Superintendent Lewis concluded that the state was not getting "the greatest good to the greater number and the best citizenship to itself from the investment."

The resulting act of 1897, which became effective without the Governor's signature and retained the objectionable thirty-five per cent provision, required every person having under his control a child or children between the ages of eight and fourteen to cause such person or persons to attend some public free school, provided such school were located within two miles of his residence by the nearest traveled road, and provided that such child or children were not "otherwise instructed for a like period of time in the branches of learning required by law to be taught in public schools."

An offense against this act consisted in failure to send a child to school for five consecutive days, except in cases of sickness and "other reasonable excuse." Determination of the guilt or innocence of accused persons was left to justices of the peace who were authorized to impose fines of two dollars for the first offense and of five dollars for each subsequent offense. Prosecutions were to be instigated by either the trustees or the teacher, but no provision was made for payment of the costs. A gesture to the individualism of "Mountaineers" permitted suspension of the compulsory attendance act, when requested by a petition signed by sixty per cent of the voters of any school unit.

Although the compulsory act of 1897 had a wholesome effect in the first year of its operation, as indicated by the fact that the average daily attendance for that year increased ten per cent, the numerous loopholes in the statute were soon discovered and used to nullify it. A favorite device was compliance by attending only one day in five, or sixteen days in a total of eighty, which practice proved to be a source of great annoyance to teachers who were trying to grade their schools to conform with the graded and graduating system adopted in 1891. The law seemed also to license "reasonable" excuses, and in a number

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of cases the costs of prosecuting offenders were assessed against informing teachers by justices interested primarily in collecting their fees. As a recognition of the principle of compulsion, the law was however epoch making.

As reported by the state superintendent, efforts to enforce the compulsory attendance act resulted in "great confusion". Moved by incident injustices to teachers the State Educational Association, in 1898, demanded that the act be so amended as to remove such possibilities and to make it really effective. Similar demands were made through teachers' institutes. In support of these demands State Superintendent Miller, in 1902, indicated that 80,000 "future citizens" of the state were growing up in comparative ignorance. To prevent this he recommended that the attendance law be so amended as to authorize the appointment of truant officers, the enforcement of adequate penalties for violations, and the use of teachers as prosecuting witnesses but without financial liability to themselves.

In response to these demands and recommendations the 1903 legislature authorized the appointment of truant officers and reduced the excusable period of continuous absence from five to two days. Thanks to a ruling of the attorney general which held that the appointment of truant officers was mandatory, the total average daily attendance was increased by about 8,000 during the first year of the operation of this law, and Superintendent Miller thought that a "practical remedy" for dealing with truancy had been found. His expectations were not sustained however, as indicated by the official statistics for the year ending in 1906. Among other things, they indicated that only 255,160, or less than 75 per cent, of a total enumeration of 342,060 was enrolled. At the same time the average daily attendance, 173,723, was only 68 per cent of the total enrollment. As only 5,134 youths of school age were, in 1890, the date of the nearest available census, enrolled in private, denominational, parochial, and state normal schools and in the preparatory department of the University, this was indeed a poor showing.

According to Superintendent Miller this record was due to the employment of boys and girls within the compulsory age in shops, factories, and mines and to the failure of school boards to appoint truant officers, but his references to delinquent community sentiment were more to the point. Although the state had formally accepted the principle of compulsory education, children and parents alike continued to act in conformity with a tradition which tended to ignore restrictive and mandatory legislation and thus rendered the compulsory attendance law all but ineffective. On this point attention is called to the fact that the reports of the second auditor of Virginia for the years prior to 1861 made repeated references to violations of the school law. Reports of the state superintendent of West Virginia also abound in similar references.

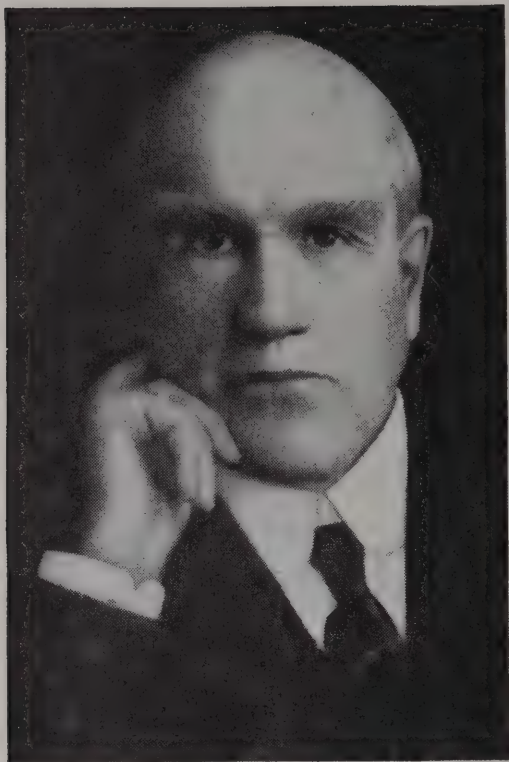
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Among other things, sheriffs failed to pay teachers' orders promptly; commissioners of school lands failed to make the required settlements and reports; and both trustees and boards of education, even county superintendents, were constantly violating the law with impunity. In the absence of a zest for education it was perhaps too much to expect a body politic, reluctantly won to the idea of compulsory school attendance, to enforce it vigorously.

SUPERVISION AND ADMINISTRATION

The county superintendency grew in importance as the need for supervision of rural and village schools became recognized. Prior to 1880 the office was generally considered superfluous and proposals were made to abolish it. However, State Superintendent Morgan in 1888 justified its continuance on three scores: Need for competent supervision of school finances, need for experienced and sympathetic supervision of teachers, and need for leadership in coordinating public opinion and action. Two years later the need for supervision of beginning teachers overshadowed everything else; for then, more than formerly, industry was making inroads into the teaching profession, as indicated by the fact that twenty per cent of the personnel changed annually. For the most part, the recruits were boys and girls who had finished the common school course, in so far as it was a course, and were using teaching as "a steppingstone to something better." This constrained Superintendent Morgan to say that "The work of teaching suffers more than all the other professions from indifference and incompetence", and to urge supervision as "a matter of prime necessity". It was not forthcoming however, and four years later its absence was "the most serious defect in our free school system", a fact in which "all the leading educators of the State" concurred. In 1894 State Superintendent V. A. Lewis boldly proclaimed the county superintendent as "the chief field officer of the Public School System" and announced that "It is now too late in the day to talk of abolishing the office."

The movement to make the county superintendent an effective supervisor was paralleled by movements to make him economically sufficient and legally competent. Throughout the major portion of this period his compensation was so inadequate that he was forced to teach during the regular term or in a private or summer normal which prospective teachers and those seeking renewals were expected to attend.¹² On the other hand, he could not remove or penalize a teacher, even for neglect of duty. He was therefore forced to depend largely upon moral suasion and political influence, generally the latter. Under such conditions the required annual visits to each and every school under his supervision were largely perfunctory. In many counties they were not made at all, and beginning teachers were thus left to their own resources which were determined



THOMAS C. MILLER
STATE SUPERINTENDENT
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by their native genius. When this was lacking reliance was upon "influential persons" in the community. If such persons happened to be preachers, schools might be adjourned in mid-forenoon for revival services for three or four weeks at a time; if they were of the socially elite, teachers became snobbish and attendance declined; if they were politicians, the schools functioned primarily with a view to the elections; and if they were cross-roads storekeepers, their places of business became hangouts for teachers who thus became better versed in profanity and general coarseness than in the tenets of their profession.

In 1896 the State Educational Association, in session at Charleston, took cognizance of this situation in a series of resolutions which, among

other things, asked for the enactment of legislation to assure superintendents wider powers, higher qualifications, and better compensations. To these ends the Association asked also that the superintendent be forbidden to teach in either a private or a public school while in office; that he be required to give his entire time to his official duties; and that he be provided with an office at the county seat and be required to reside there. The agitation thus set in motion interested the public in the desired reforms, and in 1901 the legislature met them in part by enacting a new salary schedule for county superintendents.

According to this schedule superintendents were paid as follows: In counties having not more than 50 schools, \$300; in counties having more than 50 and not more than 75 schools, \$350; in counties having more than 75 and not more than 100 schools, \$425; and in counties having more than 100 schools, \$500. At the same time they were required to be skilled and experienced in the art of teaching and were forbidden to teach any school, public or private, during their term of office which in 1893 had been extended from two to four years. Under oath they were also required to report to the state superintendent the number of schools visited annually, and he in turn was required to deduct \$3.00 from the salary of each superintendent for each and every school he failed to visit.

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The effort to get effective supervision through control of the purse strings proving ineffective, interested persons tried to determine the contributing causes. First and most potent of these was the inability to produce the desired results by legislative dicta. Then, too, there were insurmountable physical difficulties, such as large mountainous counties with poor or no roads and schools functioning only in the winter season. To meet this situation, the state superintendent recommended another upward adjustment of salaries and the use of district superintendents to assist county superintendents in the performance of their professional duties. In response thereto, Mannington District, Marion County, employed Perry C. McBee, the first district superintendent in the state, but only a few other counties followed this example. The desire for effective supervision continued insistent however, and grew as increasing emphasis was placed on teacher training. In other words, supervision was to be a product of training rather than of statutes.

The supervisor movement received its chief impetus from the business world. For instance, the legislature was from time to time reminded that no industrial concern would turn its employees loose to go about their individual ways without supervision and direction. Moreover, much was said about the necessity of applying "business principles" to the management of public school affairs. On this point, attention was called to the fact that the system represented a large financial investment and that expenditures for teachers and maintenance were climbing into the millions. More than anything else perhaps this practice explains the then current practice of appointing interest-retained persons to the various boards of regents of the state educational institutions, and their tendency to terrorizing a credulous public by constantly keeping before it the direful consequences of increased tax rates.

Both the district board and the sub-district trusteeship underwent significant changes in this period. Throughout, the boards retained control of levies, salaries, building, and maintenance. Reflecting the changing economic order, board members were in 1905 allowed \$1.50 per day compensation for seven days in each year, and presidents were allowed three days' extra at the same rate for making an annual survey of the physical plants. Meanwhile the time of the election of board members, together with that of the county superintendents, was in 1881 changed from the first Tuesday in August to the third Tuesday in May and in 1893 to the date of the general biennial election in November. The former dates were used as a means of keeping the schools out of politics, and the shift to the latter was justified on the score of economy. Coming at a time of much advertised prosperity, it seems however to have been a product of the growing indifference to popular education, as reflected in numerous public documents and in an address of 1905 by Governor Dawson. As indicated elsewhere, it had the doubtful advantage of re-

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moving levy referenda and other propositions from the scrutiny of the voters, as the use of the long ballot caused them to vote blindly.

Throughout the period the trusteeship grew in importance. By an act of 1881 the one member appointive system gave way to a three member appointive board, one of which was named annually by the district boards for a three year term. Subject to revision and correction by the district board, trustees were at the same time authorized to make all orders for the supervision and regulation of the schools under their control and to employ the teachers. By an act of 1889 their powers and duties were defined more specifically; and an act of 1891, while giving the district board power to remove trustees for cause stated in writing and upon five days' notice, gave them almost complete control of the schools under their supervision.

Although the grand jury of Kanawha County had meanwhile indicted a number of trustees for accepting bribes, authority of school trustees was further increased by an act of 1901. But this act forbade them to participate in the election of a teacher "to whom they sustained the relation of father, father-in-law, brother, brother-in-law, uncle, cousin, grandfather, sister, niece, or nephew." Moreover, the same law subjected trustees to imprisonment in the state penitentiary upon conviction of receiving "any money or other thing of value" for their aid, assistance or vote in securing any teacher a school or employment within their jurisdiction. In other words, their powers were increased but not without due precautions.

Although the best supervision was in the towns and cities, the city superintendency had not, as yet, come into its own. In 1900 there were only eight city superintendents in the entire state: C. W. O'Brien, Ceredo; G. S. Laidley, Charleston; Howard Fleming, Grafton; W. H. Cole, Huntington; C. H. Cole, Martinsburg; D. T. Williams, Moundsville; U. S. Fleming, Parkersburg; and W. H. Anderson, Wheeling. For the year ending in 1896 the highest salary paid any city superintendent was \$1,800 by Wheeling, and the average was only \$1,260.72.

FUNDS AND REVENUES

As in other periods, finances determined term lengths, salaries, and general programs in this period. Despite repeated efforts and proposals to increase the state levy for teachers from ten to fifteen and even to twenty cents on the one hundred dollar valuation, it remained constant until 1904, when the legislature, with a view to eliminating the general property tax for state purposes, reduced the rate to eight cents for 1904-05, to five cents for 1905-06, and to nothing in 1907. During the same period district levies for teachers and maintenance were fifty and forty cents, respectively. In 1907, property values having been increased and initial building needs having been met, these figures were reduced to

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twenty-five and fifteen cents, with the important provisos that the levy for teachers might be increased to any figure necessary to operate a minimum program for a six month term and, with the consent of the voters, to twenty-five cents for new buildings and, without such consent, to any figure necessary to pay an outstanding bonded indebtedness.

Prior to 1904 the usual levies had not been rigidly adhered to, for an act of 1881 authorized district boards to increase that for teachers to the amount actually necessary, or to lay a special levy, to insure a term of four months. Then too, an act of 1889 authorized district boards to lay additional levies of fifteen cents to be used to establish graded schools in towns, villages, and densely populated places or to extend the term beyond four months. Such action could be taken, however, only by authorization of the voters in special elections and proved so unpopular as rarely to be used. By requiring the vote on levies for extension of terms and establishment of graded schools to be taken at the time of the regular school elections in May and by making the results good for two years an act of 1891 tended to lengthen the average term for the entire state, which reached 110 days in 1892, an increase of 11 days in two years. The average length of term for the entire United States was then 134.5 days.¹³

Additional expenditures for teachers in primary and elementary schools had however to await a general increase in taxable property, and it was not until 1895 that the minimum term was extended from four to five months. In some counties the aggregate of the resulting expenditures exceeded the available revenues, but in 1903 the attorney general ruled that the five month term, under an act of 1901, was obligatory and that the regular fifty cent local levy could be exceeded to the extent of thirty cents to provide the required legal term. Failure to lay the additional levy, or such part of it as was needed, automatically deprived the offending district of its share of the distributable school fund. The recourse was unpopular however, and few districts went above the old fifty cent maximum.

Salaries had meanwhile remained low. In the "first minimum salary law for teachers ever placed on the statute books of an American commonwealth", they were fixed in 1882 at \$25, \$22, and \$18 for first, second and third grades, respectively. Prior thereto local boards had raffled off teaching positions to the lowest bidders, irrespective of qualifications, experience, and training. The scale fixed in 1882 remained unchanged until 1901, when that for first and second grades was raised to \$30 and \$25, respectively, and that for a third grade was left unchanged.

In 1905 the scale was increased to \$35, \$30, and \$25, but at the same time Governor A. B. White vetoed a bill extending the minimum term to six months. In doing so he said, "It is the right kind of act at

the wrong time." The tax laws were then undergoing a complete revision which may have been the basis for the Governor's words and act. As the manager of the election campaigns of Senator S. B. Elkins and as the editor of a daily newspaper sponsoring the new industrial order, the Governor was however not antagonistic to the capitalistic interests whose chief concern with respect to education was to keep the cost down.

In view of their usual liberality the attitude of industrialists toward education was unique indeed. With a view to dividends, absentee owners resorted to every means possible to keep tax rates as low as possible; but resident capitalists, even parents, had the same attitude, as abundantly attested by their correspondence during the tax levying periods.

Wherever possible capitalists generally took advantage of technical errors to nullify school levies. A notable instance was that in which the Baltimore and Ohio Railroad refused to pay the assessments of Eastern Panhandle counties and finally compromised by paying a part of them. Retained lawyers and other favorites were constantly on the alert to exploit the traditional opposition of farmers to taxes. The methods used were indicated in a letter of May 22, 1894, from A. S. Dandridge, a Shepherdstown dealer in farm implements, to Senator J. N. Camden. Commenting upon the candidacy of ex-Governor E. Willis Wilson for election to the state senate, Dandridge said, "I am quietly using the fact among our farmers that he [Wilson] has always been a warm advocate for the increase of the state school tax, which is particularly obnoxious to our people."

The legislative policy toward independent districts was liberal. In 1900 there were forty-seven of these with local levies ranging all the way from a few cents to well in excess of one dollar. In 1893 the levy rate for Burning Springs, Wirt County, was \$1.30 on the hundred dollars valuation. As the districts with the lowest levies generally had the longest terms and paid the best salaries, the resulting inequalities presented perhaps the worst feature of the existing system. For instance, in 1890 Wyoming County with a tax rate of 48.5 cents for teachers had 55 days of school, Raleigh with a rate of 48.2 cents had 70 days, and Boone with a 43 cent rate had 70 days; whereas Jefferson, with an average levy, including independent districts, of 17.3 cents, had 180 days, Ohio with an average levy of 30 cents had 155 days, and Brooke with an average levy of 28 cents had 155 days. Or, as stated otherwise in 1892, with an average tax rate of 36 cents the terms for the independent districts averaged seven months, whereas those for the remaining areas, with an average rate of 33 cents, averaged four and seven-tenths months. The effect, as stated in 1890, was "to give one half of the people 'thorough and efficient schools' and [to] require the other half to provide just such schools as they may."

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These inequalities were of doubtful legality, for the provision of the constitution requiring the legislature to establish a "thorough and efficient system" had not been changed. Among the several proposals, including federal aid, for remedying the inequalities distribution of the permanent school fund, state-wide distribution of taxes from railroads, and increase in the state levy, the county unit grew in favor. Efforts to increase the state school levy having failed at each session of the legislature since 1880, the state superintendent in 1892 clung to it as "the proper remedy", but he admitted that the county unit was "the most feasible plan for the present and the one least likely to meet with serious opposition." For the same reason, his successor ten years later was of the same opinion.

The school fund had a bearing upon most financial problems. This fund, known otherwise as the "Irreducible School Fund", was an accumulation from sources set forth in the constitution, which, beginning with \$106,122.79, on October 1, 1865 aggregated \$1,104,412.69 on July 1, 1902.¹⁴ Prior to the latter date the annual income from this fund, together with all state capitations, general property taxes for public school purposes, and the proceeds of fines and forfeitures, had made up the state general, otherwise known as the "distributable school fund", which was apportioned among the counties on the basis of school population and used to pay teachers' salaries. On July 1, 1902, this fund amounted to \$480,121.80, of which \$381,754.10 came from the ten cent levy on general property. In other words, the general school fund was then about one-fourth the total receipts (\$1,668,013.09) for public school purposes for the year ending June 30, 1902.

Largely as a means of increasing the general school fund and thus making possible an extended term and higher salaries, politicians looked with covetous eyes upon "the School Fund", for they saw in it a way to increase public expenditures without increasing taxes, a rare discovery. Generally, wealthy and populous centers opposed distribution, which led Governor A. B. White to criticize "the spirit of enlightened selfishness" which prompted "the rich counties to object to helping the little children of the State in the poorer counties to longer terms of public school."

At an earlier date school men, notably State Superintendent B. S. Morgan, had favored distribution but for quite different reasons. Among these was the alleged difficulty of investing the fund profitably and securely and the excessive cost of administering it, due to the failure of local corporations and municipalities to make prompt interest payments and repayments. Moreover, there was generally a large sum uninvested and on deposit with local banks at low interest rates. As the several items came due and were collected Superintendent Morgan recommended therefore that they be diverted to the general school fund and thus passed on to the spending units.

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On the other hand, Superintendent Morgan's successors favored retaining and even enlarging the school fund. His immediate successor, V. A. Lewis, claimed that "A State without [a] 'Permanent School Fund' would be an anomaly." In support of this claim he called attention to the fact that Texas, Illinois, and Minnesota then had permanent school funds well in excess of \$10,000,000 each and that other states had funds aggregating millions. His chief reason for opposing distribution or even reduction in West Virginia was the fear that the results would entail lower levies and difficulties in restoring them to maximums. Instead of distributing the existing fund, he would therefore have increased it. At the same time he suggested that land commissioners be made responsible, under penalties of fine and imprisonment, for funds collected by them. At that time many of them were not accounting for school moneys and were thus perpetuating a system of petty graft which had its origin in pre-Civil War days.

Following 1890 the school fund, largely through proceeds from the tax on corporations, grew at an average rate of \$30,000 to \$35,000 annually. Meanwhile it tended more and more to become a football for politicians on the one hand and educators on the other. During the deliberations of a committee of the 1897 legislature, appointed to propose amendments to the constitution, the school fund was in the limelight, but the committee refrained from taking any steps either to abolish it or to limit it. The politicians and the capitalists were insistent however, and the 1901 legislature, without awaiting the recommendations of a newly appointed tax commission, referred the matter to the electorate in the form of a constitutional amendment limiting the fund to \$1,000,000. It was approved with 56,694 votes for, to 24,763 against, only nine counties, Boone, Calhoun, Jackson, Lincoln, Mingo, McDowell, Raleigh, Wayne and Wyoming giving negative majorities.

Voicing what was perhaps the sentiment of most persons sympathetically interested in public education in West Virginia, Superintendent T. C. Miller, following adoption of the limiting amendment, could not refrain from expressing the opinion that "a much larger school fund than \$1,000,000 is very desirable." In support of this belief he indicated that \$887,900 of the existing fund was then invested in good securities bearing interest at four to six per cent, the average being about five per cent, and stated that within sixty days the entire fund would be likewise invested. To prevent an expected reduction in local levies as a consequence of the diversion of about \$100,000 extra to the general school fund, he recommended that the diverted fund be made available over a period of three years, which was done by a joint resolution passed on February 10, 1903.

Although the state school tax on general property for the year 1905-06 had been reduced to five cents on the hundred dollars' valuation, the receipts of the general school fund for that year totaled \$801,-

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280.95, an all time high. In addition to the former sources of income, this was made possible through diverting to the general fund two-sevenths of all license and franchise taxes, which for that year amounted to \$248,540.61. For that year the general fund was however only twenty-three per cent of the total expenditures for public schools, which aggregated \$3,494,442.27, of which \$1,015,603.12 was for building and maintenance. As a result of the increased allowance for teachers the term was extended to an average of 125 days, the average monthly salary advanced to \$36.70, and the expenditure per capita of population to \$3.23. The corresponding figures for the United States were 150.3 days, \$47.08, and \$3.49.

The rather complete revision of the school law in 1904 did not eliminate the inequality between the magisterial and the independent districts. As stated by Superintendent Miller in 1906, "In a district where there is a large material development, a low rate prevails, while in places remote from railroads and where there is but slight development, the rate is high. In some districts up to the time of the revaluation in the State, it was not possible to have the minimum term of five months even though the levy was laid at the limit, which was and is now seventy-five cents on the hundred dollars. And even under the new valuation it will be difficult, because of the slow development in many places, to have an average school term without excessive local taxation." To prevent this he endorsed the recommendation of the commission appointed in 1906 to revise the school law, to the effect that the county rather than the magisterial district be made the taxing unit for public school purposes.



A TYPICAL SCHOOLHOUSE IN THE TRANSITION FROM
LOG STRUCTURES TO MODERN BUILDINGS

Despite the failure of the legislature to shift a larger portion of the cost of public schools to the state as desired by many persons and as

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was done later, they were making progress. In addition to the lengthened term, the advance in teachers' salaries, and the increased per capita expenditures, progress was indicated in the increase in the number of school houses from 2,142 in 1880 to 4,819 in 1905. More informing was the fact that the number of log structures for the same years declined from 1,316 to 152, that the number of women teachers (3,877 in 1904) exceeded the number of men teachers (3,720). At the outset the men teachers (3,104) had outnumbered the women (1,030) more than three to one. During the same period the average local levies, building and teachers, advanced from 19.30 and 25.20 (total 44.50) cents to 30.50 and 42.00 (total 72.50) cents, and the per capita expenditure, based on daily attendance, from \$7.72 to \$16.23. Even more indicative was the recommendation of the state superintendent, first made in 1902 and repeated biennially thereafter, to the effect that enabling legislation be enacted to authorize two or more sub-districts to consolidate their schools after the manner then in use in the Midwest.

Incidentally, the administration of forfeited lands, the proceeds of which were used prior to 1902 to augment the school fund and were thereafter diverted to the general school fund, was a source of petty graft dating back to pre-Civil War days. Under the existing practice lands delinquent for the non-payment of taxes were, after being advertised, sold by the sheriffs. If they failed to find a purchaser at such sales or if the lands failed to be redeemed later, as provided by law, they were then certified by the state to the clerks of the circuit courts for the action of the county commissioner of school funds under direction of that court. At this point the state usually lost track of these lands and the proceeds of administering the laws controlling them were nearly all absorbed by costs. As a consequence only inconsiderable sums were received from the commissioners. For the two years ending in 1902 the total was \$4,466.83 which the auditor considered so unsatisfactory as to call for remedial legislation to be enforced by penal enactments.

THE ACADEMIES

1. LINSLEY INSTITUTE

Although there seems to have been a departure about 1859 from the primary purpose of the Lancastrian Academy, it continued active under that name until about 1897 when it was changed informally to Linsly Institute. In the official minutes it is still however "Wheeling Lancastrian Academy (Linsly Institute)," while colloquially it is "Linsly Military Institute". Except bonuses to tide over emergencies produced by the fluctuating enrollments, the salary of the principals and the assistants were derived almost entirely from tuition fees, and most of the income from the endowment fund, which at one time aggregated about \$18,000, was

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used for contingencies such as repairs, insurance, janitor service, and advertising, rather than to pay the tuition of poor children.

Beginning in 1873 the Rev. J. T. McClure was president of the board of trustees until 1885 when he was succeeded by A. W. Campbell, who, with the aid of pro tempores, served to his death. From 1873 to 1887 Daniel Lamb was secretary of the board, which always met in his office. Beginning in 1873 management of the institution was vested in an executive committee which concerned itself largely with finances and left control largely to the principal who was subjected to recorded criticisms only twice in this entire period. In 1883 they were dismissed as not well-founded, but in 1896 they were taken more seriously. More than anything else perhaps, this was due to the failure of Institute trained boys to meet college entrance requirements. As a consequence Principal Birch was authorized to visit "the best Eastern schools for observation and study", and a committee of three trustees was required to visit the classes of the Institute for half a day at least once a month during three months. The principal resigned two years later.

I. F. Jones, who became principal in 1864, served in that capacity until 1873 when he was succeeded by J. M. Birch, Ph. D., later United States Consul in Nagasaki, Japan. His successors were A. R. Whitehill (1881-85), from 1885 until his death a professor in West Virginia University; J. C. Orr (1885-88), who shared responsibility during 1885-87 with J. McM. Lee, a University alumnus, '78; J. H. Roemer (1888-89), an A. B. graduate of Marietta College; J. M. Birch (1889-99), serving a second time; Lt. B. C. Dent (1899-1906) of the U. S. Army; and H. E. Odgers (1906-10), who had been assistant to Lt. Dent during two years and a teacher during a like period in the Pennsylvania Military Academy at Chester.

In keeping with cherished plans of the trustees, particularly A. W. Campbell and Dr. J. L. Dickey, Principal Birch, in 1889, converted the Academy into a military institution. In aid of this plan the governor of West Virginia lent 75 rifles; an armory was erected; a drill ground was provided; and a concerted effort was made to increase the enrollment. Thus fortified, Trustee Campbell was able to persuade the Secretary of War to provide additional rifles and accoutrement, and the Secretary of the Navy detailed officers to assist in the instruction. They were Lt. William Brannersruther (1890-93), Lt. W. C. P. Muir (1893-95), Lt. C. S. Van Duzen (1895-97), and Ensign J. R. Y. Blakely (1897-99).

Lt. Dent of the U. S. Army, who became principal in 1899, was also commandant of cadets. Through enthusiasm and ability he increased the enrollment beyond one hundred and was thus able to pay all the bills incurred on behalf of the Institute, except \$400 of the salary of his assistant, L. R. Brilles, and have \$2,000 net for himself. The enrollment continued to increase to 1905 when the school entered a period of decline

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due largely to inroads of high schools. Declining interest in military training was however a contributing cause. With the departure of Lt. Dent, Lt. C. H. Cabaniss (retired) of the U. S. Army was detailed to the School. He resigned in November, 1906, and Principal Odgers was unable to procure another assignment. Under the changed conditions cadet drills on the Fair ground and elsewhere no longer featured the commencement exercises, and public interest in the Institute again reached a low ebb. At the time of his resignation in 1910 Principal Odgers knew of only fifteen cadets who intended to enroll for the ensuing session.

Except in the heydays of the military corps, the Institute was in fact a struggling institution. The building had been used during considerable periods as a state capitol. Doubtless with this in mind, the board of education of the City of Wheeling in 1877 asked permission to use the third floor for "experimental high school purposes". In opposing this request Principal Birch reported 47 "scholars" in attendance, but he expected more in the near future. Moreover, he feared that two high schools under the same roof would interfere with his plans "to build up a prosperous and permanent school." Recalling "collisions" between "scholars" attending the nearby St. Joseph School and those attending the Institute, he feared that such an arrangement would also result in disciplinary problems. The request was denied.

From time to time, notably in 1885 and in 1907, the board of education of the City of Wheeling tried to buy the Institute building for use as a high school, but the trustees considered that its sale for such a use would not be in keeping with their trust and declined all offers. And that too despite the fact that the Linsly endowment was not all used for its original purpose, the free education of poor children.

A proposal made in 1901 to sell the site and rebuild in the country on a site provided with "a dormitory, a girls school, and a business school", was rejected by the trustees on the recommendation of a committee which objected especially to "a female department" and to "moving to the country." Instead, a movement was launched to raise an endowment of \$20,000 to improve the School through the use of additional teachers and an extended program. Although about \$8,000 was subscribed to this program, it was not carried to completion, and W. P. Hubbard, a trustee who had subscribed \$1,000 toward it, resigned in disgust.

2. ALDERSON ACADEMY

Alderson Academy at North Alderson, Greenbrier County, was an indirect outgrowth of the "Old Greenbrier Male and Female Academy", otherwise known as "Greenbrier Seminary", which "Professor" B. E. Goode had developed to a high state of efficiency after the Presbyterians, the Methodists, and the Baptists had failed in similar undertakings. Alderson Academy was also a product of sectarian rivalry and zeal. At

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the time it was founded the Southern Methodists were planning to take over Allegheny Collegiate Institute near Alderson and staff it entirely with Methodists. As "two-thirds of the pupils were Baptists", this was to them an intolerable turn. Hence their interest in an educational institution of their own.

The beginnings of Alderson Academy are perhaps best told by one of its founders, Emma Cornelia Alderson, a teacher in Allegheny Collegiate Institute. As the "Old Greenbrier Male and Female Academy" was then for sale, she considered it a good location for a new academy. Already she "had secured a livery stable not much used and was planning to use it." Accordingly she visited the Baptist parsonage to talk over the situation with her pastor, the Rev. J. C. Killian. With the aid of Mrs. Killian the conversation was extended into the early morning of the next day, when it was decided to try and secure the academy building and the help of Miss Alderson's brother, Bernard C. Alderson. "Mr. Killian then knelt in prayer and asked the Lord to bless our effort."

From this point the procedure was not too difficult. Miss Alderson's brother, a '89 University alumnus, joined the enterprise in the capacity of principal. Interested parties were then called together; a joint stock company was formed; a board of trustees was named; and the Old Academy Building was purchased. After only three weeks of advertising Alderson Academy was opened on September 18, 1901, with forty pupils present. Before the end of the first month the enrollment had increased to almost one hundred. L. S. Shires, an A. B. alumnus of Randolph-Macon College, was then added to the faculty to teach mathematics and science and Pattie Feamster to teach art. Other teachers at that time were B. C. Alderson who taught languages and history; his sister, Emma C. Alderson, who taught primary and elementary subjects; Minnie E. Twombly of Massachusetts, who taught music; and the Rev. J. C. Killian, Pastor of the Greenbrier Baptist Church, who taught Bible.

The Academy began its second year with an increased enrollment and under other promising auspices, but at the end of six weeks it was overtaken by an irreparable loss in the illness of the principal. As a consequence, he was forced to seek a milder climate and the remaining years of his life, except the last, were spent almost entirely in Florida. He died on August 14, 1905. Meanwhile his sister administered the Academy as acting principal. She served continuously in this capacity to 1911, when the school was taken over by the West Virginia Baptist Association and named "Alderson Baptist Academy", which later became Alderson Junior College.

3. BROADDUS CLASSICAL AND SCIENTIFIC INSTITUTE

This institution, known from 1875 to 1885 as "Broaddus Female College" and from 1885 to 1891 as "Broaddus College," was an out-

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growth of "Winchester Female Institute", established at Winchester, Virginia, in 1871 with the Rev. S. F. Chapman as principal. In 1875 the name was changed to Broaddus Female College which two years later was moved to Clarksburg, West Virginia, where it was housed temporarily in the "National Hotel", a three-story brick structure. Under the presidency of the Rev. E. J. Willis the first classes were held there on February 15, 1876, but soon thereafter he purchased ten acres of land near the center of the town, where he erected a three-story building with a stone basement and a one-story veranda later called "Willis Hall."

Following the resignation of Elder P. B. Reynolds as president of Shelton College in 1884 the West Virginia Baptist General Convention became interested in another location for a church sponsored college. Since Broaddus had from the beginning been operated under Baptist influences, it was purchased by the Convention and, the name having been changed to Broaddus College, it was opened in 1885, when Professor F. S. Lyon of the University faculty and twice its vice-president, succeeded the Rev. Willis in the presidency.

Influenced doubtless by the uncertainties and the misgivings which then encompassed all the educational institutions of West Virginia and by the efforts to establish sectarian institutions, Broaddus College pursued a shifting course for a decade or more following 1885. Three years later, under the presidency of the Rev. J. L. McCutcheon, successor to "Professor" Lyon, it became co-educational. With the resignation of the Rev. McCutcheon in March, 1890, Professor H. H. Harris, a graduate of the University of Virginia, was elected to the presidency. Under his direction the College took on new life, as indicated by the fact that the enrollment increased from 60 for 1889 to 170 in 1891. This growth was effected however through the introduction of a "thorough business course in penmanship, bookkeeping, and banking" and through retention of the "primary and preparatory departments". The College continued however to offer the classical and English courses, each leading to the A. B. degree, and music and art in the "Ornamental Department", the teachers of which were said to possess rare abilities.

In answer to the current criticisms of these hodge podge offerings the College in 1892 issued an official statement denying that it was "a scoopnet to catch students of every grade and age and kind." In compliance with the "obvious, urgent educational needs of the State", the church relinquished ownership of the school in 1894 and through a new charter its name was changed to "Broaddus Classical and Scientific Institute". At the same time President Harris was succeeded by W. F. Reynolds, a graduate of the University, who was president for one year. At the beginning of his incumbency the purpose of "the Institute" was announced to be "to give a thorough preparation for entrance into the leading colleges of the country." But it continued to offer "a thorough

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mental training", as a practical foundation to knowledge for those who could not take a regular course.

Ownership and control having been recovered by the Baptist State Convention, it resolved to operate the Institute "forever" in the interest of the Baptists. With this objective it was active during the ensuing sixteen years and attained a measure of success under the following principals: H. A. Liebig (1895-1897); Bertha Stout (1897-1899); S. E. Swartz (1899-1905); the Rev. L. B. Moore (acting, 1905-1906); and the Rev. Elkanah Hulley (1906-1918). The original three-story brick building had meanwhile been reconditioned; in memory of her husband, Jed G. Payne, long a trustee, Mrs. Belle S. Payne of Bridgeport, West Virginia, had erected Payne Hall, a brick structure used for office, classroom and dormitory purposes; and in 1902 a cottage dormitory for boys was erected, and a movement was launched to raise an endowment which, thanks to the beneficence of the National Baptist Education Society, by 1910 amounted to \$15,000. At that time the Institute was offering three courses: The classical, the scientific, and the normal. There was also a preparatory department. In addition to the principal there were nine teachers, all of whom were college graduates and some of whom had taken graduate work.

4. STORER COLLEGE

This institution functioned during this period on the secondary level but in a comparatively adequate plant. Another of the four buildings donated by the Federal Government was occupied in 1869, and on May 30, 1878, Myrtle, later Mosher, Hall, a four-story brick building, was dedicated as a dormitory for women, thanks to the missionary zeal of the Women's Society of the Free Baptist Church. Through their influence "Thousands of children paid for single bricks with nickles and dimes." Anthony Hall, named for Louis W. Anthony of Providence, Rhode Island, who contributed \$5,000 toward its construction, was dedicated in 1882 for administration and classroom purposes. In 1867 the Freedman's Bureau contributed \$6,000 toward the erection of Lincoln Hall, a dormitory for men built in 1868.¹⁵

Storer College was designed primarily as a training school for Negro teachers, and until near the present century, was called "Storer Normal School." To accomplish its chief purpose, in 1875 it established a summer school, the first in the state of West Virginia. Before the Colored Institute was established in 1891 at Institute, Kanawha County, Storer College was the only place in West Virginia where Negro teachers were trained. Parkersburg alone excepted, it was the only place where they could get secondary training. As a recognition of the splendid work done there the state superintendent of free schools, under a legislative act of 1881, subsidized the school to 1892, when the annual stipend was diverted

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to the Colored Institute. Beginning in 1897, the legislature appropriated \$1,000 annually to Storer College "to pay for tuition, room rent, and the use of books for forty or more pupils in the normal department." This allowance was continued during this period, and in 1903 it was supplemented by an additional appropriation of \$1,500 for the industrial department.

Under direction of President N. C. Brackett, Storer College emphasized the dignity of labor and thus won the respect and support of those who had opposed its establishment. In 1883 the results were noted as follows: "The change in public sentiment is indeed marked and wonderful. Today inhabitants of Harper's Ferry hold a true interest and even a pride in the College. Some of its old opponents are now among its devoted friends. And no person in the community is held in higher honor and warmer esteem than Mr. Brackett, once of all men most hated and despised." President Brackett continued to win friends for the School to 1897, when he resigned and was succeeded by the Rev. E. E. Osgood of New Hampshire, who resigned two years later to enter the ministry of the Protestant Episcopal Church. He was succeeded by Dr. H. T. McDonald who retained the presidency to July 1, 1944, when he retired and was succeeded by Dr. R. I. McKinney.

5. MISCELLANEOUS

Of the several score old-time academies in existence in 1860 only Potomac Seminary at Romney, Charles Town Academy, and Linsly Institute, were active beyond 1900. The Classical Institute at Romney ceased to function in 1870, Morgantown Female Seminary in 1889, Monongalia Academy in 1897, and Point Pleasant Academy in 1875. Secondary schools in Martinsburg, Wheeling, and perhaps other towns may have had a continuous existence beyond 1900 but they had no "old-time" academy antecedents. This was notably true of the parochial schools. In 1900 Potomac Seminary was functioning under the principalship of J. E. Hodgson who resigned in 1901 to accept a teaching position in the University Preparatory School at Keyser. The Seminary continued active however to 1919, when the plant was purchased to enlarge the site of the School for the Blind. In 1910 the Charles Town Academy became a part of the public free school system of that town.

Many private secondary schools were established in this period, to die either before it ended or soon thereafter, victims of competition of public maintained high schools. The Lewisburg Female Institute, established in 1874, later became Greenbrier College, and Greenbrier Military Academy, established in 1890, became Greenbrier Military School. In 1895-96 there were eighteen private academies in West Virginia with a total attendance of 940, of which 643 were elementary pupils. Only 160 of the others were preparing for college.

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Stephenson Female Seminary at Charles Town, Jefferson County, was one of the best of the post-Civil War schools. Founded in 1882 as Mt. Parvo Institute, its sponsors two years later availed themselves of a bequest of John Stephenson, a native Scots merchant residing in Jefferson County, to change the location of the School and the name as well. In 1900 it was offering the conventional classical courses, together with instruction in science, music, drawing, and painting. During the preceding decade the enrollment had fluctuated between 50 and 60, and the School had been under the principalship of the Rev. C. W. Campbell, a graduate of Princeton, who, as a former principal of Charles Town Seminary, had taught William L. Wilson, Preston Chew, Thomas Tidball, and other young men of Jefferson County, who later attained distinction.

Among other secondary schools of this period were the Parkersburg Seminary for girls, active during the 1890's under the principalship of Mrs. H. L. Field; Allegheny Collegiate Institution at Alderson; Little Levels Academy in Pocahontas County, which in 1914 gave way to a public high school; St. Johns Academy and Junior College at Petersburg, Grant County, which operated under the auspices of the Lutheran Church until well into the present century; West Virginia Normal and Classical Academy at Buckhannon, incorporated in 1882 and controlled by the United Brethren in Christ Church; Burnsville (Braxton County) Academy, founded in 1891, made a specialty of preparing young men and young women for college; Fayetteville Academy, founded about 1895 by "Professor" H. C. Robertson as a college preparatory and teacher training institution; St. George Academy at St. George, Tucker County, established in 1886 and seven years later merged into the public free school system of that county; Elizabeth Seminary and Business School at Elizabeth, Wirt County, opened by A. S. Lee about 1900, primarily for training teachers; and Princeton Academy, organized by "Professor" Blake in the early 1890's. In 1881, Sallie Anderson of Franklin, Pendleton County, opened there her school of fine arts which, as Liberty Hall Seminary, functioned under her direction to 1888 when it was discontinued.

Oakview Academy, Wayne, Wayne County, was somewhat unique but not exceptional, in that it was from its beginning, about 1880, to the end in 1917, the creation of one person, Taylor Bascom McClure, a West Virginia University alumnus, '73, familiarly known among his students as "TB". From humble beginnings in the Masonic Lodge room in Wayne, in 1888 he erected his own building which was used primarily to train teachers, but the academic course carried through and, in some cases beyond, the tenth grade. The principal's practice of carrying students who could not pay their tuition to such times as they could, endeared him to them and to others and excused his eccentricities and his unconventional teacher habits.

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The Board of National Missions of the Presbyterian Church pioneered the way for secondary education in southern West Virginia. In the belief that its spiritual program should go hand in hand with an educational program, its missionaries coordinated the two in home visitations and in newly built churches and schoolhouses in Raleigh and Boone counties to 1891 when the Pattie C. Stockdale home near Colcord, Raleigh County, was converted into the "Home School". Here girls from mountain homes were taught the "three R's," home training, Bible, and health programs during a period of about twenty-five years. For a time after the erection of the Clear Fork High School for the uses of the Colcord community, the Home School cooperated in providing teachers until the High School was taken over by the county unit in 1933. The Home School then became the center for Presbyterian church work in southern West Virginia.

Among the several similar attempts to establish secondary schools in southern West Virginia that in Williamson, Mingo County, was perhaps the most important. Beginning in 1903, it was sponsored by the Kanawha Presbytery as the Williamson Presbyterial Academy. A building costing about \$20,000 was erected for its uses, and, beginning in 1905, it was active for about five years. The enrollment never exceeded fifty.

In like manner missionaries of the Christian Church pioneered the way in Beckley, Raleigh County. As a part of their program to establish mission schools in Kentucky and West Virginia, in 1907 the Christian Woman's Board of Missions of that Church acquired "Beckley Seminary", organized by "Professor" B. H. White in the late 1890's, and converted it into "Beckley Institute" which was opened in 1907 under the principalship of Alma Evelyn Moore. With principals changing rather frequently Beckley Institute was active to 1918 when it became the Beckley High School which, with the completion of Woodrow Wilson High School in 1925, became Beckley Junior High.

The standard for all secondary work in this period was set by the University Preparatory School and the nonmural University preparatory schools. As the curriculum and the policy of the former have been mentioned incidentally elsewhere, additional details will not be given here, but special mention is made of the latter: One at Keyser and another at Montgomery. During this entire period the state normals offered little more than secondary work. For purposes of convenience their history will be presented under the heading "Normal Schools". The "Colored" institutes at Farm, now West Virginia State College, Kanawha County, and at Bluefield, now Bluefield State College, restricted their offerings to elementary and secondary courses. Their history will be presented elsewhere.

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HIGH SCHOOLS

Although the high school was, in 1885, officially considered "a factor of transcendent importance in the education of the people" and its inadequacy was then described as "the great defect in the educational system of the State", in 1909 the greatest educational need was still high schools. This was despite the fact that several legislative acts, beginning with one in 1865 creating "The School District of Wheeling", gave boards of education authority to establish graded schools offering courses of study equivalent to those of the best high schools. Then the legislature in 1873 gave district boards of education specific authority, with the approval of three-fifths of the voters, to establish high schools and lay special levies not to exceed thirty cents on the hundred dollars valuation for their support and maintenance. This authority was repeated in 1881 and again in 1889 with a liberalizing provision which first permitted the establishment of joint high schools, increased the authority of boards of education with respect to high schools generally, and required county superintendents to report such information regarding them as the state superintendent might require. Toward the end of this period the first county high school in the state was established in Tyler County.

Considering the liberal provisions governing the establishment of high schools, their admitted importance in an educational system, their phenomenal growth in neighboring states, and the fabulous increase in assessable values in West Virginia, her failure to provide them earlier is scarcely believable but for official documents attesting it. For instance, in 1897 she was "one of the very few states without a first class high school" in the amount of work offered. At that time Pennsylvania had 256 such schools and Ohio 474, whereas West Virginia had 25 "so-called high schools", only half of which equalled the standard of the states just named. By 1906 the number had increased "in name" to 50 or more, but in reality there were only a few; and they were in the larger towns and cities, thus perpetuating the same sort of inequalities that existed on the lower levels. By a handsome majority of those voting, Tyler County, in 1906, established a high school, but at the same time Ritchie County defeated a similar proposition. But, there were enough high schools and state maintained secondary schools to all but drive the old time academies from the state, thus placing her in a worse position with respect to secondary education than other Southern states, notably Virginia and North Carolina.

Inasmuch as high schools were then generally admitted to be the sine qua non of educational progress, reasons for their failure to develop in West Virginia are fundamental to an understanding of her educational history. Most potent among these reasons was the traditional aversion to higher education, going back to a time when it was considered a

patriotic duty to oppose it, as financed in eastern Virginia for "nabobs". Thus, many a young West Virginian who later found his way to an institution of higher learning, kept his record, even a good one, from the folk at home for fear of being misunderstood. In other words, the environment was not conducive to higher education. Generally, the cause was attributed to poverty, but this explanation ignored the fact that poverty, under other conditions, was a touchstone to education.

The graded schools were another cause. In 1904 there were more than 600 of these, some of which offered courses extending all the way from the kindergarten to and including a twelfth grade. Until 1897, when Wheeling established her first high school, her graded schools were first class grammar schools offering instruction in modern languages and in the sciences.¹⁶ Following 1891, the required use of the graded course of study brought a degree of uniformity in the primary and elementary work, but the additional offerings, except in a few places, served local needs and the individual notions and abilities of those in charge. Thus there was no uniformity, but the graded schools, as in Greenbrier County, were generally called high schools. In 1897 the State Educational Association moved to correct this practice by asking the legislature to adopt a uniform course of instruction covering the first two years of all public supported high schools, but nothing was done and that too despite the fact that the request was accompanied by a drafted bill. For a public accustomed to mistaking form for substance the so-called high schools were good enough.

Whereas the changing economic order stimulated the growth of high schools elsewhere, the effects in West Virginia were temporarily opposite, for her boys, instead of completing high school courses, accepted positions which the new order made available. This condition was indicated by the fact that the total enrollment of girls in the senior year of the sixteen high schools offering four year courses in 1904, was 135, whereas that for boys for the same year and grade was only 45. The total enrollments in each of three high schools for Negroes—one at Huntington, one at Parkersburg, and the other at Clarksburg—showed similar proportions.¹⁷ At the same time the six high schools for whites then offering courses covering only three years, showed total enrollments of 29 boys and 31 girls. The improved showing for the boys was due to twelve students enrolled in Charles Town which, in keeping with its Virginia traditions, emphasized education for leadership. Educators attributed the tendency to the shop and its need for cheap labor for hundreds of newly created positions. At the same time there was a common belief that "high schools prepare boys no better for wage earners than the common school does, that very few enter college from them, and that none live more perfectly because of this training."

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Among other retarding factors were six state maintained normals which, during most of this period, were to all intents and purposes only academies, and three preparatory schools to the University—one at Morgantown, another at Montgomery, and still another at Keyser. Moreover, a few academies survived the Reconstruction and the competition of the public free schools, and each county had one or more private or select schools, taught in the summer by the county superintendent or by persons preparing teachers for examinations, and, as noted elsewhere, some private schools were active during the school year. All such schools tended to by-pass the high schools. More than anything else perhaps the failure to establish high schools retarded the state's educational progress. As previously indicated, the normals functioned on the secondary level and the University was forced to retain a preparatory department and neglect its colleges so that their enrollments did not keep pace with those in neighboring states.

The University received a severe shock in 1897, when Harvard University declined to admit its A. B. graduates to her Law College because of low admission standards of the former. To remedy this objection the University raised its entrance requirements so as to require two years of Greek, effective in 1899, for admission to the freshman class, but soon thereafter Harvard, under the leadership of President Eliot, changed to an elective system which extended to admissions. As the change was favorable to the existing condition in West Virginia, the University adopted the "Harvard plan" with liberalized modifications which were justified on the score that they were used in Leland Stanford and other progressive institutions.

Generally, this change met with favor among new school educators who were then seeking to exclude Latin and Greek and mathematics from the entrance requirements to the University or to colleges in general. In this they acted upon the alleged discovery that knowledge and facility acquired in the mastery of any subject did not carry over to another subject, even a related one. Influenced by their own experience as self-made men and by their observations, featured by outstanding successes such as J. N. Camden, H. G. Davis, and N. B. Scott, devotees of this school of thought would have removed all entrance requirements and made admission to college contingent upon age and ability to do the required work. On the other hand, devotees to the school of experience, while admitting that it did not matter greatly what courses a student pursued, insisted that there were "certain subjects which no university student ought to have entirely omitted from his preparatory work." Generally, they objected to the Harvard Plan because it permitted a student to enter college with only one year of preparatory Latin.

The doctors being unable to agree and the needs being urgent, high school interest shifted from substance to form. Under the altered ob-

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jective "schools", meaning largely buildings, became the chief objective. With all finances remained a problem. Before the school fund was in 1902 limited and rededicated to the primary and elementary schools, its annual increments had offered possible means of financing the construction and maintenance of high schools. In 1888 President Turner of the University, had suggested that "the Fund" be limited and that the revenues thus freed be diverted to the establishment of high schools. With the elimination of this source, the high schools having meanwhile come into increasing favor, the county unit for providing them was for a time in favor. When it failed to produce results, as in Ritchie County, the idea of providing high schools for district units came into increased favor, but the financial problem remained unsolved. Should the proposed schools be financed entirely by local units or be subsidized in part by the state was an ever present question.

NORMAL SCHOOLS

1. STATE NORMALS

During the larger part of this period the state normals were only high schools. Except a few professional subjects added toward the middle of the period, their offerings did not extend beyond the third year and during a part of it beyond the second year of high school. Many of the matriculates were in fact only grade pupils. As the graded schools tended to become increasingly efficient and in some cases to develop into high schools, the normals tended to adjust their curriculums to meet the increasing demand for better trained teachers.

Music and drawing having been added in 1889, the normal course of study was completely revised in 1894. At Marshall College the "model class was given definite shape" in 1896. The primary purpose of this revision was uniformity, not only in the courses offered but also in the texts used. It prescribed a three year normal course and a two year academic course, the chief difference being that the former included psychology, history of education, pedagogy, and theory and practice of teaching, whereas the latter included the courses in Greek and German then offered in the Preparatory Department in the University. The "uniform course" was the work of a committee headed by T. E. Hodges, Principal of Marshall College, with Irene T. Myers, First Assistant Teacher in the Fairmont Normal, as secretary. Little or nothing was said about teacher training or model schools.

Largely to meet the entrance requirements of the University the regents in 1899 prescribed a normal course covering four years and an academic course covering three years. This time the academic differed from the normal course mainly in that the former covered three years only and gave special attention to ancient and modern languages, making

it possible to pursue either three years of Latin and two of Greek or two years of French and two of German. The omission of additional subjects from the professional course was significant and seems to have been dictated by the theory that "No student, no matter how long he may have studied Psychology, Pedagogy, History of Education, Theory and Practice, can be a successful teacher without scholarship much beyond that of those whom he will teach." Instead of placing additional emphasis upon professional subjects it was therefore placed on mathematics, Latin, English composition, science, and history.

Because of the trend toward specialization and of the influence of new school educators, the courses were again soon out of date, and the regents again instructed the principals of the several normals, working concertedly, to prepare new ones. "After considerable work" on their part, their report, which became effective in the fall of 1906, consisted of four different courses: The normal, the classical, the modern language, and the science. The outstanding feature in the change was the increased emphasis given Latin, two years being required in the professional course instead of one. Greater emphasis was also placed upon science. As yet however it was not considered advisable to abolish "preparatory work".

The normals were meanwhile gaining ground in popular favor. With each of them this period began in uncertainty, for the legislature had failed to make the usual appropriations to cover salaries and maintenance for the year 1879-80 and to pay back salaries and other deficiencies. As a consequence the total enrollment for 1879-80 declined to 360, or to a little more than half of that for the previous year, and the normals were again on the point of being discontinued. But for assurance from the regents and for the self-sacrificing loyalty of the teachers, this would perhaps have been done. By 1908 the total enrollment had however increased to 2,592 and was then used as an argument for retaining all the normals and developing them into effective teacher training institutions. Moreover, the total legislative appropriation increased from nothing in 1879-80 to \$54,600 in 1907-08.

With the branch normal at Fairmont leading, a friendly rivalry over enrollments had developed meanwhile between it and "the Normal" at Marshall College. This was continued after 1899, when "the Normal" with a total of 456 enrollees, first passed the Fairmont branch which that year attracted only 385 students. The absence of adequate transportation retarded the growth of the West Liberty, the Glenville, and the Athens branches, which were then accessible only by "hacks" drawn by horses or mules. The failure of the Shepherd College branch to keep pace in enrollment was largely due to the restricted area from which it drew.

It was not until after the turn of the century that the women matriculates outnumbered the men in each of the normals except at Athens

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and at Glenville. Each school was meanwhile sponsoring two old time literary societies, and scholastic athletics and college fraternities were as yet in their infancy. In fact, the dances and other social functions which college fraternities now sponsor with impunity, were then under bans of normal school faculties and the patronizing public. Cooperative efforts were directed toward making a living and staying in school, and social life centered largely in the literary societies and in boarding houses, sometimes called "forts," "lodges," "clubs," and at Athens "log cabins."

Libraries were the greatest need in this period. Prior to 1897 the annual appropriations for that purpose had rarely exceeded \$250 each, which was generally made for "library and apparatus" and used for the latter. The library needs of the normals received increasing attention during the incumbency of State Superintendent Trotter. Largely through his influence the annual appropriations for "library and apparatus" were raised to \$500 each, but in some cases most of the appropriation remained unspent. As much as anything else, this practice reflected the educational backgrounds and aspirations of the students, as well as of their teachers. Only twenty-four of the forty teachers appointed to the six normals in June, 1900, were college graduates. One held a Ph. D. degree earned through correspondence courses.

A significant development was the appointment of a common treasurer of the board of regents to have charge of funds, formerly administered by local executive committees. Toward the end of the century these committees were generally seeing to it that no balances reverted to the state at the end of the fiscal year. To prevent this, as in the case of West Liberty in 1899, it was sometimes considered necessary to let contracts for regrading the campus and repairs to buildings on the eve of commencement. When, as in that case, the execution of such contracts interfered with plans for commencement exercises, citizens joined students in producing an impasse which all but closed the schools and placed some of the participants in jail. The practices thus exposed, together with the trend to centralization, made the common treasurer necessary.

Even more significant was the policy, officially announced in 1901, to take the state normals out of politics. For this purpose it was tacitly agreed to divide the "teachers equally between the two political parties" and "other things being equal," to select them from college and university graduates only. Although this was a far cry from the more enlightened and professional practice of not asking the politics of teachers, it was honored in the keeping, but some appointments were made with greater reference to party affiliations than to scholarly attainments and to professional fitness.

The increasing importance and influence of the normals was indicated also in the alterations in and additions to the several physical plants, which like the "Chambered Nautilus," had outgrown their shells. Al-

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though the new structures were not "stately mansions," they were more stately than the shell at Athens built of upright boards.

Prior to 1895 Marshall College had only modest East and West buildings, the former with a tower. That year the West building was remodeled for use as a dormitory and two years later the East building and tower were torn down and a dormitory was built on that end. In 1901 the gap between them was closed producing a three-story building of four sections, which, together with the sixteen acre site, had an estimated value of \$218,000. In 1905 the legislature appropriated \$40,000 for a new building which was completed in 1907 for classroom, library, and auditorium uses.



ADMINISTRATION BUILDING, MARSHALL COLLEGE, COMPLETED IN 1901

At Fairmont the "Old Normal Building," located at the head of Adams Street and now occupied by the Fairmont Newspaper Publishing Company, was sold to the city board of education which had used it jointly with the Normal, and "a commodious" three-story red brick structure, costing \$30,000, was erected in 1893 on Fairmont Avenue and dedicated to the exclusive uses of "the Normal." The new building made possible the first departmental organization of courses.

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At West Liberty "Academy Hall", taken over from West Liberty Academy, was enlarged in 1894. Two years later the addition was destroyed by fire of "uncertain and mysterious origin" but rebuilt at once. Three years later the plant was first supplied with water and gas.

At Glenville the original two-story frame building, owned jointly by the state and Glenville School District, was replaced in 1886 by a two-story brick structure, later known as the "Old Building" which, together with the three acre site, was owned entirely by the state. By an appropriation of \$20,000 made in 1893, this structure was enlarged to its present size, and in 1899 it was adorned with a tower-mounted clock.



McMURRAN HALL, SHEPHERD COLLEGE

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The "New Normal Building" at Athens was completed in 1886 and occupied on January 10, 1887. Through additional appropriations, made in 1887, it became a "commodious structure" in 1889 providing accommodations for 300 students. It then consisted of nine recitation rooms, a library, a reading room, and a janitor's room. At a total cost of about \$20,000 it was enlarged again in 1899 so as to provide additional classrooms and a commencement hall, and the Old Normal Building ceased to be used. "Ladies' Residence", located about one-half mile from the site of the normal school building, was completed in 1891.

The physical growth of Shepherd College was somewhat unique. Until 1897 the College had no quarters of its own. Instead, it used Shepherd College Hall, built by residents of Shepherdstown in 1889 and set aside for uses of the College, and the "Old Court House" or "Old Building", owned by the Shepherd heirs and leased to the state in perpetuity by a writing executed on April 21, 1891, by Shepherd Brooks, Esq., of Boston, Massachusetts. In 1893 the state purchased an adjoining site, on which it four years later erected the "New Shepherd College Building" which was destroyed by fire in March, 1901, and replaced in 1904 by a new structure bearing the same name and costing about \$60,000.

The principals of the normal schools were among the leading educators of this period. At Marshall College A. D. Chesterman was succeeded in 1881 by B. H. Thackston, who had been president from 1858 to 1861. In 1884 he was succeeded by W. J. Kenney, who served until 1886 when, in keeping with a policy to staff the normals with University graduates as a means of unifying the state educational system, T. E. Hodges was made principal. He served through 1895-96, when he was succeeded by L. J. Corbly, also a University alumnus, who at the time of his election had all but earned a doctorate from a German university. His scholarly achievements and fine personality were factors in launching the movement which finally made Marshall a degree-granting institution. In 1909 his title was changed from principal to president.

Following the death of Dr. J. G. Blair (December 22, 1878), Principal of the Fairmont Normal, Miss M. L. Dickey, was acting principal during the remainder of that year. At the end of the year she was made principal and functioned in that capacity into 1882-83 when she resigned and was succeeded by U. S. Fleming as acting principal. At the end of the year C. A. Sipe, a graduate of Adrian College, Michigan, and a minister of the Methodist Protestant Church, was elected principal and at once added pedagogy and psychology to the curriculum. He retained the principalship to August, 1889, when he was succeeded as acting principal by Nancy R. Cameron, a member of the faculty since 1882 and later well-known for her travels abroad and her activities in the interest of temperance. Miss Cameron resigned in June, 1890, to become Mrs. George Morrow, and J. H. Roemer, a graduate of Marietta

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College (Marietta, Ohio), was made principal. He resigned in September, 1891, and J. C. Gwynn was acting principal to June, 1892, when J. Walter Barnes started the school on a period of growth and expansion. Principal Barnes served nine years and was succeeded in 1901 by M. M. Ross, a Peabody Normal graduate and a resident of Marion County. Principal Ross died on December 27, 1902, and M. C. Lough was acting principal during the remainder of that school year. In 1903 W. L. McCowan, Principal at West Liberty, was transferred to the principalship at Fairmont and served in that capacity to 1905, when he was succeeded by U. S. Fleming, a former acting principal, who served to 1907 when he was succeeded by Dr. C. J. C. Bennett who began as principal and ended in 1910 as president.

At West Liberty, Robert McPheeters, ending a two-year principalship, was in 1881 succeeded by D. T. Williams, from 1887 to 1903 superintendent of the Moundsville Public Schools and from 1903 to 1915 Principal of Madison School, Wheeling. He was principal of the West Liberty Normal for three years and in 1884 was succeeded by J. A. Cox, who, after two years, gave way to R. A. Armstrong, a University alumnus. In 1893 he was succeeded in the West Liberty principalship by J. N. Deahl, a Peabody Normal graduate.

Following Principal Deahl's resignation in 1898, to do graduate work in Columbia University Teachers' College, the West Liberty principalship was unsettled during the ensuing five years, as indicated by the frequent changes. After one year W. B. Cutright, a University alumnus, '95, gave way to J. M. Skinner, a Peabody graduate, who was principal to June, 1901, when he was succeeded by W. L. McCowan, who was in June, 1903, succeeded by Lorain Fortney, who was succeeded in 1908 by J. C. Shaw.

At Glenville Principal Kidd was succeeded by E. J. Hall, who, after one year, was succeeded in 1886 by S. B. Brown, a University alumnus, '86, who resigned in 1890. He was succeeded by R. W. Tapp, who died in January, 1891, and was succeeded by Verona Mapel as acting principal to February, 1892, when the Rev. McClellan "Mac" D. Helmick, a Methodist Protestant minister, became principal. After two and one-half years he gave way to Wm. J. Holden, who was succeeded in 1901 by J. C. Shaw, who had been a teacher in the West Liberty Normal. He retained the principalship into 1908, when he was transferred to the West Liberty Normal in the same capacity and succeeded at Glenville by E. G. Rohrbough.

The Shepherd College principalship was unstable. In 1882 Joseph McMurran, first principal, was succeeded by D. D. Pendleton, who served to June, 1885, when he was succeeded in turn by T. J. Woofter (1885-1887) and Asa B. Bush (1887-1891), University alumni; E. Mode Vale (1891-1892) and A. C. Kimler (1892-1901); and E. F. Goodwin (1901-1903), and J. G. Knutti (1903-1909), University alumni.

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Because of his ability and sacrificing devotion, Captain James H. French retained the principalship of the Concord Normal to his death, December 11, 1891. He was then succeeded by J. D. Sweeney, a University alumnus, '85, who since 1885 had been assistant principal. Sweeney retained the principalship to 1897 and was in turn succeeded by Geo. M. Ford (1897-1900), from 1921 to 1929 state superintendent of free schools, and E. F. Goodwin (1900-1901) who after one year was transferred to Shepherd College and succeeded at Athens in turn by A. S. Thorn (1901-1906), Isabel Davenport (1906-07), and C. L. Bemis (1907-13).

Among normal school teachers who endeared themselves to students by faithful and capable service in this period were Mrs. Naomi Everett, Anna Cummings and Lillian Hackney at Marshall College; E. E. Mercer, Ida Abbott, and Irene T. Myers at Fairmont; Callie W. Curtis, Maud I. Jefferson and Mary L. Yager at West Liberty; J. D. Muldoon and Mrs. Mabel Henshaw-Gardiner at Shepherd College; Verona Maple at Glenville; and at Athens, Nannie J. McCreery and J. F. Holroyd, who, more than any other one person, not excepting the principals, endeared himself to both students and patrons. To this day he is the patron saint of that institution.

Until about 1898 normal school teachers were ranked as first, second, third, and even fourth assistant principals, but none of them, even as late as 1909, received a salary in excess of \$1,000. At that time the salary of principals ranged from \$1,500 to \$1,800, but the Marshall Principal was allowed residence quarters in addition to his salary. The average salary for forty instructors, not including principals and part-time teachers and assistants was slightly less than \$900.

Prior to the introduction of intercollegiate athletics in the last decade of this period student extra-curricular activities centered largely in literary societies, and their programs featured the commencement exercises. At Marshall College it was the Erosophian Society for men and the Hyperion for women until 1896-97 when they were both disbanded and the Virginian was organized for both men and women. Dissatisfaction having arisen within the ranks of the Virginians, the Erosophian society was revived in 1897 but on a coeducational basis. As elsewhere, other clubs were organized at Marshall about the beginning of the present century. The Y. W. C. A. came in 1903 and the Y. M. C. A. in 1905, followed in 1906 by the Excelsior and the Ciceronian Debating clubs and the Zeta Rho Epsilon fraternity.

During this entire period and for some time prior thereto rival literary societies were sponsored by each of the other state normal schools. At West Liberty it was the Bryant and the Irving; at Fairmont, the Lyceum, founded in 1872, and the Mozart, founded in 1875; at Glenville, the Independent and the Cosmian; at Shepherdstown, the Par-

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thenian and the Ciceronian; and at Concord, the Philomathian and the American. At some places and for brief periods, as at Glenville, these societies had their own news sheets.

2. SUMMER NORMALS

This period was pre-eminently that of the summer normal, a sort of nondescript institution offering both elementary and secondary courses. Here and there throughout the state scores of young folk who could not afford to go to college or even to a state normal school, worked on the farms and in the villages during the morning and evening hours and attended summer school during the day. Those living near a town or a village fortunate enough to have such a school walked from one to five miles to reach it, whereas those living at greater distances either rode on horseback or took up temporary mid-week residences with the villagers and their nearby neighbors. In this way as many as three hundred students were in some places accommodated by less than half as many householders. Outstanding among such schools were those in Barbour County, taught by J. S. Cornwell and W. D. Zinn. Many of these normals were taught by county superintendents with the aid of one or both of the other members of the county examining boards. A legislative act of 1901 forbade this practice and thus dealt the summer normals an all but fatal blow.

The Summersville Normal was the most important of all the private or select schools of its kind in West Virginia. Located in an agricultural area and far removed from a state-maintained school, it functioned the year round. The resulting alumni and patron loyalties were such that this school might have evolved into another state normal but for a prohibitory provision of the state constitution. It was first established in 1889 at Cross Lanes, Nicholas County, by Wm. G. Brown. In one year it had outgrown its quarters and was moved into the nearby "Temperance Hall", a two-story frame structure near Vaughn's store. Here the school again outgrew its quarters and after three years was moved to Summersville, the county seat, where adequate quarters had been provided by a joint stock company composed of about twenty residents of Nicholas County. Thus housed, the school grew rapidly. In 1894-95 the enrollment passed the 300 mark. The following year "Professor" Brown, the principal, edited and published *The Searchlight*, a monthly journal "devoted to the interests of Parents, Teachers and Students".¹⁸

"The Normal" was then offering five courses: The preparatory, covering the common school branches, except bookkeeping, civil government, and general history; the teachers, "designed to give a liberal pedagogical training"; the business, offering instruction in bookkeeping, shorthand, etc.; the music, for beginners in that subject; and the collegiate, designed to prepare for college entrance and to lay the foundation of a liberal education.

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In 1899 "Professor" Brown severed his relations with the Summersville Normal and, as director of teacher training, associated himself with H. C. Robertson, Principal of Fayetteville Academy, Fayette County, which Robertson had established a few years previously. After one year this relationship was terminated and Professor Brown sojourned for a brief period in Oklahoma, where he was a superintendent of schools. Meanwhile the Summersville Normal continued active under a joint principalship arrangement into 1902, when "Professor" E. W. Skaggs was elected to the principalship. He continued to function in that capacity to 1914, when the Normal was forced to give way to a newly established county high school.

Although the average summer normal was only a "cramming" institution designed to prepare teachers to pass written examinations, these schools served a useful purpose in the transitional period between the academy and the high school. But for them scores of West Virginia youth, who later attained distinction, would have had no means of obtaining an institutional education beyond the grades. The summer normals were put out of business by the training program of the new school educators who later designated a score or more high schools as teacher training institutions to supplement the work of the normals and the private and denominational schools. It is doubtful, however, whether any of the "professionally trained teachers" were more effective than were J. S. Cornwell and W. D. Zinn of Barbour County, Wm. G. Brown of Nicholas County, W. S. Dunkle and Flick Warner of Pendleton County, A. W. Frederick of Preston County, and T. B. McClure, founder of "Oakview Academy," Wayne County, who knew their business largely from the academic and experience angles and from the self-taught professional angle as well.

At its best, the old system was not the most progressive, and by 1909 teachers were beginning to desert it and seek expert professional training. In other words, teaching was becoming a profession. In their zest for the unexplored goals to which this led, teachers generally scorned the old-time summer normal and the select school. In so doing, they forgot, however, that these schools pioneered the way to the new goals. This was notably true of West Virginia College at Flemington, of the West Virginia Normal and Classical Academy at Buckhannon, and of the Summersville Normal, each of which offered professional training and at least one of which had a model school before any of the state normals or the University began permanently to offer teacher training courses.

OTHER STATE SCHOOLS

1. THE COLORED INSTITUTE

While the Rev. C. H. Payne of Montgomery, Fayette County; Byrd Prillerman of Sissonville, Kanawha County; William Davis of Charles-

ton, a pioneer educator and first teacher of Booker T. Washington; and other Negro leaders were wrestling with educational problems incident to the economic development of southern West Virginia and to their own race, on August 30, 1890 Congress came to their aid through the Second Morrill Act. Like the First Morrill Act, the primary purpose of the Second Act was "to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanical arts." Under this act West Virginia received \$15,000 for the year ending June 30, 1890, and \$1,000 additional annually for each of the ten ensuing years, on condition that she provide for "the instruction of colored students in such branches of study, whether in the same institution or in separate institutions."

As the sums thus offered were considerable, the conditions compelling, and segregation of the races mandatory under the state constitution, the legislature on March 17, 1891 passed an act accepting the federal subsidies and apportioning \$3,000 therefrom for salaries for teachers in a proposed institution for the education of Negroes, which sum was to be increased to \$5,000 at the end of five years. As the Negro school youth were then estimated at 12,000 and the white school youth at 250,000 this was considered a liberal apportionment.¹⁹ At the same time, the legislature appropriated \$10,000 to be used for the purchase of land and the construction of a suitable building to be located somewhere in Kanawha County, but no appropriation was made for salaries, the federal funds for that purpose being considered temporarily sufficient.

By the same act the proposed institution was named "West Virginia Colored Institute" which in 1915 was changed to the "West Virginia Collegiate Institute" and in 1929 to "West Virginia State College." The government and control of the original institution were vested in a board of regents of five "competent, intelligent, and discreet persons," not more than three of whom were to be members of the same political party. "With all reasonable dispatch" they were directed to purchase a tract of land, not to exceed fifty acres, and to effect the necessary arrangements for opening the proposed school. To facilitate these matters, they were authorized to borrow \$10,000 from the school fund.

In compliance with these authorizations, the regents proceeded at once to their assignment. For their uses and with their approval, the state board of public works purchased a thirty acre tract of Kanawha River bottom land at Farm, now Institute, about eight miles northwest of Charleston and near present Dunbar. Here, in April, 1892, they formally dedicated a two-story brick building which they named Fleming Hall in honor of Governor A. Brooks Fleming. With J. E. Campbell, a poet and writer of distinction and former Principal of Langston High School, Point Pleasant, as principal, the regents, on May 3, 1892, opened an "experimental term" at the Institute, in which twenty students were registered.

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From the beginning a chief purpose was to train Negro teachers. To that end, a course of study was organized, and the annual stipend paid Storer College since 1881 was diverted to the institution on the Kanawha. As stated by the regents in 1894, the chief purpose of the normal course was "to inculcate the idea that the best fields open to young men and women are through the course of practical instruction, in which an effort is made to induce habits of industry, to get the student to look upon labor, whether physical or mental, as honorable and necessary to the proper preservation of Home and State." Courses were therefore offered in agriculture, horticulture, mechanical arts, and, after a short time, in domestic science. In other words, "the curriculum was such as the time demanded". Prior to 1885 the state appropriated nothing for teachers' salaries which were restricted to the \$3,000 available from the Morrill Fund. Despite this limitation the Institute on June 20, 1896, graduated a class of fourteen, its first.

On May 29, 1894, Campbell resigned the principalship and J. M. Hill of Shepherdstown, West Virginia, was appointed acting principal to complete the academic year. In June, following, he was elected principal in his own right and served in that capacity to July, 1898, when he was commissioned lieutenant in the Eighth immunes, U. S. volunteers. After a short interim, ending September 21, 1898 and during which J. M. Canty was acting principal, J. McH. Jones of Wheeling, West Virginia, was elected president and served in that position until his death, September 22, 1909. Meanwhile Lieutenant Hill had returned to the campus as commandant of cadets under an arrangement authorized by the 1899 legislature and continued through federal aid after 1907 until after World War I.

Something of the difficulties and achievements of these first administrators was indicated in the following from an address by Dean Carter G. Woodson, one of the College's ablest teachers and organizers:

The students from the oldest communities of the state were the first to come, but some of the miners also early heeded the call. It was a most dramatic scene to witness the crowding of these halls with students of all ages—the man of forty or fifty years undertaking elementary studies along with a child in his 'teens. The children gave a good account of themselves; and some of the older students did well, while others who had permitted the physical to develop far in advance of the mental soon became convinced of their arrested development. The older students, however, were not all failures. What they sometimes lacked in the acquisition of knowledge they made up in mature judgment. Many of these apparently handicapped students acquired sufficient knowledge to teach for a number of years, and then some of them, still more ambitious, became successful lawyers, physicians, and ministers.

In fact, this school, while stimulating education among the native Negroes of West Virginia actually worked a revolution among the miners. Men who had once thought of spending their time and means only in frivolity became soberminded, forward-looking citizens who stood here and there throughout the state as shining lights after a prolonged darkness. Their homes assumed the aspect of a new light, the school became the

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center of culture, and the church, once scoffed at, soon secured the support of the majority in formerly backward communities.²⁰

Principal Hill was largely responsible for the early physical growth of the Institute. For instance, MacCorkle Hall, a brick structure used as a dormitory for girls, was completed in 1894. East Hall, originally intended for a boys' dormitory but later used for offices, a girls' dormitory, and finally as the President's House, was completed in 1895, as was also West Hall, originally constructed as a dormitory for boys but later used for various purposes and finally for faculty residences. Except a brick blacksmith shop costing \$500, these buildings, all frame structures, were erected at a total cost of about \$6,000. Atkinson Hall, a brick structure used as a boys' dormitory, was completed in 1898 at a total cost of \$12,000, and in 1903, a brick trades building was completed at a cost of about \$30,000 and named A. B. White Trade School in honor of the incumbent governor. At the end of this period, under an appropriation made in 1905, "Dawson Hall," a brick building, was in process of construction for the use of the department of domestic sciences and arts. In keeping with the purposes of the school, much of the labor used in the construction of the plant was supplied by the students.

President Jones gave chief attention to the curriculum and to winning friends for the Institute. He organized six departments: The normal, agricultural, mechanical, commercial, domestic arts, and music. Although most of this work was on the high school level, and some of it was in the grades, Jones, through his ability as an orator and lecturer, was responsible for giving the Institute a favorable nation-wide standing and for making it the center of intellectual life of West Virginia Negroes. By 1905 the attendance had increased to 210 and the Institute had graduated 150 persons, 95 per cent of whom were then profitably employed. Moreover, President Jones had succeeded in attracting and keeping an instructional staff which was officially described as "the best of the race to be procured in the State." Among the members were S. Hamlin Guss, in charge of the normal department; J. M. Canty, a graduate of Tuskegee Institute and superintendent of the mechanical department; Byrd Prillerman, teacher of English; A. W. Curtis, teacher of agriculture; Mary Eubank in charge of dressmaking; W. A. Spriggs, teacher of carpentry; and Bessie V. Morris, instructor in cooking.

The favorable comment upon their work, coming from "inside and outside of the State", was a product of personal qualities motivated by a principal who regarded the problem of Negro education as by no means a simple one. As he saw it, the problem was "to lift an ignorant and long neglected race to the high plane of twentieth century requirements" and fit it for "the complicated economic and moral duties of life". To that end he was convinced that Negroes would need to learn to contend patiently for places and opportunities, to lay bare the follies of the intoxi-

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cation produced by their long prayed for and suddenly attained emancipation, and to associate education with honest and effective labor rather than with luxury and idleness.

2. BLUEFIELD COLORED INSTITUTE

Bluefield Colored Institute, now Bluefield State College, owed its existence to the desire of the Rev. C. H. Payne, Moss Meadows, Jacob Simpson, H. B. Ross, Grant Dabney, Mack McGhee, and other Negro leaders, aided by Senator W. M. Mahood of the then Seventh district, for a "high-grade school" for Negro youth of New River Valley and adjoining regions. In this they were influenced by the success of the Colored Institute at Farm, now State College; by the needs of Negroes then pouring into the coal fields of southern West Virginia to become residents and voters as well as miners; and last but not least, by the success of the Republican party in the 1894 election. From the outset, the chief interest was to provide trained teachers, but the state constitution stood in the way of establishing another state normal. To surmount that hurdle, Senator Mahood sponsored the proposed school as an emergency measure. As such, the bill establishing Bluefield Colored Institute passed the legislature on February 21, 1895, but the governor refused his signature on the ground that it created another normal in the guise of an institute. However, he permitted it to become a law and was wholehearted in his official acts establishing the new school.

In keeping with current practices, administration of this school was vested in a special board of regents composed of the state superintendent, ex officio, and one member from each of the then four congressional districts, who functioned through the aid of a local executive committee. In addition to State Superintendent Lewis, the first board was composed of J. C. Bradey, Wheeling; G. M. Bowers, Martinsburg; W. M. Mahood, Princeton; and J. S. Marcum, Huntington. The executive committee was composed of Judge D. E. Johnson, Bluefield; and Dr. J. C. Hughes and H. W. Straley, both of Princeton. At their second meeting, February 10, 1896, the regents chose Hamilton Hatter, an A. B. graduate of Bates College and a teacher in Storer College, Harpers Ferry, to be principal at a salary of \$900 and Mary M. Booze, a graduate of Hartshorn Memorial College, Richmond, Virginia, at a salary of \$500, to be his only assistant. Under their direction, the school was first opened on December 6, 1896, when eighteen students were enrolled. By the end of the year this enrollment had increased to forty, equally divided between boys and girls and in the second year it rose to sixty-seven. During the agitation in the coal fields following 1900, the enrollment receded somewhat, but it passed the one hundred mark in 1906, when Hatter retired from the principalship.

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With the \$8,000 available for their uses, in October 1895 the regents purchased four acres of land near (too near) the Norfolk and Western Railroad and let the contract for a building, later named Mahood Hall, the cornerstone of which was laid on July 4, 1896, by the Grand Lodge of the Knights of Pythias of West Virginia. For a time this building was used for classroom and administrative purposes. In the absence of living quarters in and about rapidly growing Bluefield, the greatest need of the new school was dormitories. To supply these a frame structure, named Lewis Hall, was erected in 1897 for girls. Like accommodations were provided for boys in West Hall, completed in 1900 and enlarged in 1904 at the same time that Mahood Hall and Lewis Hall were enlarged. The site had meanwhile been enlarged to eight acres, a portion of which was used for fruit growing and gardening on an intensive scale, the former under supervision of the American Fruit Growers' Association.

From the professional standpoint, the changes in the curriculum of this school were more informing than its physical growth. As in the state normals, two courses of study, the normal of four years and the academic of three years, were offered, but the former was restricted to the branches then taught in the elementary schools with the addition in the senior year of instruction in psychology, pedagogy, history of education, and school management, for the primary purpose was to teach the rudiments of knowledge to the men and women then pouring into the New River area. On the other hand, the academic course was intended primarily to prepare students for college. Since Latin and Greek were then required for such entrance and were regarded as of "exceeding great value to the student both of literature and science", special stress was placed upon "the mastery of the essential forms of these languages".

At the end of this period, the academic course remained unchanged, but the normal course was the same as that prescribed for the state normal schools. This change was possible because the matriculates were for the most part boys and girls who had completed the work of the grades, whereas most of the first matriculates were mature men and women, some of whom could not read and write. As the need for Negro teachers remained urgent, establishment of the Institute was therefore justified as a means of supplying them. This school was justified also because of the effective participation of Negroes in its administration. In 1897, the Rev. C. H. Payne was appointed a regent and served in that capacity until the appointment of J. R. Jefferson, Principal of Sumner High School, Parkersburg. For a long time Jefferson was auditor to the board.

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3. UNIVERSITY PREPARATORY

A. AT MONTGOMERY

To meet the needs of a large section of the state in which the rapidly growing population had neglected to establish secondary schools, leaders of the Republican party, eager to retain their newly won control, established "The Preparatory Branch of the University at Montgomery, Fayette County." This was accomplished by an act of the legislature of February 16, 1895, which became effective without the signature of Governor MacCorkle, who, though he refused to sign the measure, declined to veto it.

Control of the Montgomery School was vested in a board of regents composed of the state superintendent of free schools and the board of regents of the University, which, upon condition that residents of Montgomery would provide a site free of cost, was required to erect a suitable building for the "said school" and open it not later than September 1, 1896. The condition having been met through the gift of a two acre tract near the Chesapeake and Ohio Railroad and fronting on the "Old Giles, Fayette and Kanawha Turnpike," the regents proceeded to their first assignment. Although the estimated cost of the proposed building was \$10,000, only \$5,000 had been appropriated, but the regents erected a two-story brick which cost about \$7,500. It was not completed on schedule, however, and the opening was delayed to January, 1897.

The School opened under the principalship of E. C. Bennett and a single assistant, Ruby Ray Knight. As the enrollment was small, it mattered not that the building was unfinished, that students carried chairs from room to room for recitation uses, and that they were constantly disturbed by working mechanics. The possibilities were revealed through the efforts of Josiah Keely, a resident of Charleston and an alumnus, '96, of the University, who succeeded Principal Bennett at the end of one year and, except during 1903-04 when he was a graduate student in Harvard University, retained the principalship through 1906-07. Through his enthusiasm and efficiency, the enrollment passed the hundred mark in 1905.

The increased enrollment necessitated living space which was provided by attaching wings to "Old Main Hall." The first of these, East Wing, was completed in 1899, when the upper floors were assigned to boys. West Wing was completed five years later and its upper floors were assigned to girls. With the principal and "the boys" doing most of the work, the ground surface about the building had meanwhile been terraced and sodded.

Because of the loyalty and the enthusiasm of the principal, a number of graduates of the Montgomery School enrolled in the University, as desired and expected. With a view to making it primarily a feeder to

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the University the faculty, as constituted by Principal Keely, was composed largely of University alumni. With an enrollment of 150, he resigned the principalship in 1907 and was succeeded by George W. Conley, a teacher since 1902 and acting principal during 1903-04. Principal Keely resigned to enter the coal mining industry. Although successful in this venture, he abandoned it to pursue scientific interests and attained distinction as an ornithologist and a botanist.

B. AT KEYSER

Under conditions similar to those which determined the establishment of the Montgomery Preparatory School, the legislature, by an act passed February 15, 1901, established "a Preparatory Branch of West Virginia University at Keyser in Mineral County." Like the act establishing the Montgomery School, that establishing the Keyser School was to be effective when and if the city of Keyser or residents thereof donated to the state a site worth \$5,000 or in lieu thereof, \$5,000 in cash. As expected, Col. T. B. Davis, a public spirited resident of Keyser, donated the site, a sixteen acre tract located on "Old Fort Hill," and F. M. Reynolds, a member of the house of delegates, steered the authorizing act to passage.

Although the conditions were similar, the act establishing the Keyser School was unlike that establishing the Montgomery School. Among other things, control of the former was vested in a governor-appointed, bi-partisan board of regents named from residents of Mineral, Grant, Hardy, Morgan, Pendleton, Tucker, Preston, and Hampshire counties, and the course of study was not restricted to that offered in the preparatory department of the University. Instead, it might include "such other branches as shall fit the pupils for useful trades and callings." Moreover, the University was opposed to the establishment of the Keyser School, because the authorizing act also abolished the preparatory department at the University.

The \$20,000 appropriated for a building for the Keyser School being inadequate, the regents asked for \$60,000 additional. But when Governor White made protests against increasing state expenditures for secondary education, the regents became alarmed and hastened to put the school into operation. This was effected on October 1, 1901, by the use of three finished rooms in the west end of the building then in process of construction. In anticipation of better days, this otherwise intolerable arrangement was borne patiently by both the students and the faculty. Thanks to the influence of friends in high places, more than one-half of the additional appropriation asked for to complete and equip the building was granted.

The Keyser School was opened under the principalship of L. L. Friend, a University alumnus, '97, who since 1898 had been a teacher of

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English in its preparatory department. He had two assistants, J. E. Hodgson, from 1894 to 1899 superintendent of the Public Schools of Lexington, Virginia, and from 1898 to 1901 a teacher in Potomac Academy at Romney, West Virginia, where he served as principal, and Mrs. Ida F. Menefee, a graduate of Wheeling Female College and from 1891 to 1901 a teacher in the Keyser Public Schools. In addition to the classical and pre-engineering courses offered in the preparatory school at the University, the course of study at Keyser included commercial and business subjects. A department of music was added in 1903.

In response to these offerings, the initial enrollment of 83 more than doubled in the second year, when four teachers were added to the faculty. They were J. L. Best of Indiana, commercial subjects; J. C. Sanders, a University alumnus, chemistry and physics; W. M. Bumgardner, a University alumnus, French and German; and Elsie C. Hoffman, music. Mr. Best died in February, 1903, and was succeeded by R. R. Miller, also of Indiana. In 1904 "Professor" Hodgson was elected to the presidency of newly established Davis and Elkins College, and J. W. Horn succeeded him at Keyser. The following year, Principal Friend resigned to attend Columbia University and was succeeded by T. W. Haught (1905-08). At that time, the enrollment had reached 192, about half of which was in the commercial and music departments.

4. FOR THE DEAF AND THE BLIND

The schools at Romney for the deaf and the blind were comparatively well supported and supervised during this period. For the earlier years the annual appropriations for current expenses were \$25,000, which increased to \$45,000 in 1905, or to one and one-half times the appropriation for the entire teaching staffs in the state normal schools. Moreover, the annual appropriation for the former did not include the \$40 assessment made annually on the resident county for each indigent deaf and blind pupil. Following the death of Major John C. Covell, on June 4, 1887, he was succeeded by H. B. Gilkerson, a member of the Hampshire County Bar residing in Romney, who served as principal pro-tempore until July 1, 1888, when he was succeeded by C. H. Hill, a teacher in the North Carolina School for the Deaf, who in 1873 had declined the principalship of the Romney schools.

During the nine years of Principal Hill's incumbency, ending July 1, 1897, the schools made progress. At the end of his first four years, the enrollment totaled 125, of which 90 were deaf. The "Old Institute" building had meanwhile been enlarged into an H-shaped structure with accommodations for about 200 pupils. Principal Hill was also responsible for improving the methods of instruction and for placing emphasis upon industrial arts and home economics. For this purpose, the School for the Blind was then divided into the "Domestic" and the "Industrial" de-

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partments. Generally, the period of instruction was five years and was limited by Superintendent Rucker to the primary and elementary grades. As far as possible the instruction aimed to make pupils self-supporting after leaving school. Under the authorizing statute, the benefits were restricted to pupils between the ages of eight and twenty-five.

On July 1, 1897 Superintendent Hill was succeeded by James T. Rucker of Lewisburg, West Virginia, a trained and experienced teacher, on whose recommendation the regents, in October, 1901, raised the term of pupilage to ten years and prescribed a fairly comprehensive course of study which included some high school subjects. At the same time additional vocational subjects, including typing, baking, and harness-making, were added, and increasing emphasis was placed upon physical education. More important still, an order approved in October, 1902, required all teachers to submit to formal examinations and make passing grades as a condition for reemployment. Moreover, the tests were held under the supervision of the regents and sometimes in their presence. Both the tests and the manner of conducting them were resented by the teachers, and the resulting grievances were largely responsible for the resignation of the superintendent, effective January 1, 1910.

At that time, the physical plant consisted of four separate brick buildings. The "Main Building", retaining its H-shape, was then used largely for dormitory purposes; the "School Building" contained twenty-two classrooms, together with a basement gymnasium; the "Industrial Building", or "Shop", was equipped for mattress making, shoe making, shoe repairing, baking, and printing; and a small two-story building was used for a laundry and a barber shop. The site immediately surrounding the plant had increased to 63 acres, and a state owned farm of 140 acres, located about a mile distant, was used to grow products for the dining room, especially fruits. In 1903 an electric lighting plant replaced the artificial gas lighting plant. Under an act of 1909, management and control of the schools were vested in a state board of control, and the office of principal was changed to that of superintendent.

5. CHARITABLE AND CORRECTIONAL

From the beginning, the grade school was an important feature of the "West Virginia Reform School" at Pruntytown, now the "West Virginia Industrial School for Boys." For years prior to its establishment by the 1889 legislature, churches, Sunday schools, the State Educational Association, and teachers institutes had urged such action.

In 1866 the Rev. D. W. Fisher of the First Presbyterian Church of Wheeling, had taken the initiative in this matter by urging the establishment of a "House of Refuge" for delinquent boys and girls. With "Professor" C. C. Showalter of Preston County as superintendent, the school was formally opened to "inmates" on July 21, 1890, when William

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Williams, otherwise known as "High Henry", was committed from Wetzel County. By October 1 of that year six other boys had been received and by the end of the ensuing biennium the total was 98.

About forty per cent of the boys received in 1900 could not read or write, but many of them learned rapidly. Differences in ages and mental growth complicated grading; but work was at that time offered in all grades, together with some high school courses. Despite the trend to industry, vocational training was not introduced at once. In 1897 the "boys" made 350,000 bricks. At the same time, some of them were being instructed in shoemaking, shoe repairing, tailoring, and printing. From the outset, most of them were employed in farming. For that reason, the original farm of 125 acres, proving to be ill suited for anything but grazing, nearby farms were rented. The institution was consequently able to produce most of the farm products needed for its subsistence.

As ignorance was a chief contributing cause to delinquency in girls, the day school was an important feature of the Industrial Home provided for them near Salem, Harrison County, by an act of the legislature of February 19, 1897. The home was formally opened on May 5, 1899 under the superintendency of Elizabeth Clohan of Wheeling, and a total of fifty girls came under her care during the first fiscal year of its operation. As fully one-third of the first commitments could neither read nor write, they were placed under the direction of experienced teachers whose work was supplemented by that of the church and the Sunday school and by newspapers and magazines. Because of their backgrounds and subnormalties, only a few girls were able to do work beyond the seventh grade. Generally they were averse to books. Instructional efforts were directed therefore primarily to arousing ambition and hope and to vocational training in such things as housekeeping, quilting, knitting, crocheting, painting, and varnishing, but the mentally competent were from an early date required to attend day school nine months in each year and to pursue the graded course of study for the public schools.

NOTES

Chapter VII, Part One

1. For regional trends in this period see C. H. Ambler, *West Virginia: The Mountain State*, pp. 424-514; Thomas C. Atkeson and Mary Meek Atkeson, *Pioneering in Agriculture*; Wm. A. MacCorkle, *Recollections of Fifty Years*; and F. P. Summers, *Johnson N. Camden; a Study in Individualism*. On the national setting see W. J. Cash, *The Mind of the South*; Ralph G. Gabriel, *The Course of American Democratic Thought*; and Vernon L. Parrington, *Main Currents of American Thought*.
2. In 1870 there were only four urban centers in West Virginia. The number increased to ten in 1890 and to sixteen in 1900, when the urban population was 125,465 in a total of 701,646. Twelfth Census, *Abstract*, pp. 32-88.

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3. In 1885 a house committee on education refused to make a report on a proposal to abolish all the normals. In commenting upon this action *The School Journal* for March, 1885, said, "Despite the malpractice of past legislatures, they [the normals] still exist and flourish and today are the most useful and necessary feature of our school system."
4. *The School Journal*, Sept., 1898.
5. *The School Journal*, Jan., 1900; *ibid.*, June, 1900.
6. On the "Origin and History of Arbor Day" see "West Virginia Arbor and Bird Day Annual" (1903), p. 10. For a history of Arbor Day in the country at large, see *The School Journal*, Oct., 1887. See also State Supt., *Bien. Report* (1882-84), pp. 25-26; *ibid.*, (1896-98), pp. 43-45; *ibid.*, (1898-1900), pp. 36-62; Miller, ed., *Hist of Ed.*, pp. 50-81.
7. Interest in West Virginia birds was awakened and kept alive by Earle A. Brooks. See series of articles entitled "Our West Virginia Birds" in *The School Journal* beginning June, 1904 and continuing regularly through several years. For a "List of Birds Found in West Virginia," as of 1908, see W. Va. State Board of Agriculture, *Report* (1909), Bulletin No. 12. In compliance with preferences expressed by public school children, college students, and representatives of civic, sportsmen, and bird study groups, on June 18, 1949 a legislative committee declared the cardinal the state bird and the sugar maple the state tree.
8. For a list of the names of West Virginia graduates of Peabody College, who were aided by scholarships, prior to 1895, see State Supt., *Bien. Report* (1892-94), pp. 37-38.
9. For a brief historical account of the county institute prior to 1893 see State Supt., *Bien. Report* (1892-94), pp. 26-29. See also *ibid.*, (1884-86), p.10; *ibid.*, (1894-96), p. 70.
10. The first manual and graded course of study for West Virginia was prepared by State Superintendent Morgan and received general approval of the county superintendents. *Bien. Report* (1890-92), p. 25.
11. J. V. Roberts, "Statutory Provisions for Textbook Selection and Adoption in the Forty-eight States," S. E. A. *Bulletin* (1942); *Session Acts* (1882), p. 293; *ibid.*, (1885), p. 71; *ibid.*, (1895), pp. 66-69; State Supt., *Bien. Report* (1886-88), pp. 19-20; *ibid.*, (1898-90), p. 23.
12. Under an act of 1881 the compensation of county superintendents was as follows: In counties having not more than 50 schools, \$150; in counties having more than 50 and not more than 75, \$200; in counties having more than 75 and not more than 100, \$300.
13. *Session Acts* (1881), p. 188; *ibid.*, (1889-90), p. 101; *W. Va. Code* (1887), p. 278; *ibid.*, (1891), p. 373; State Supt., *Bien. Report* (1890-92), p. 6. The law was amended in 1893 so as to change the time for electing school officials and voting on regular and special levies from the third Tuesday in May of the odd years to the general biennial elections in November. *Session Acts* (1893), pp. 76-77.
14. Except about \$200,000 from former state funds of Virginia, the School Fund of West Virginia was almost entirely the accumulation of receipts from the sale of forfeited and delinquent land, from redemptions of lands delinquent for the non-payment of taxes, and from premium taxes on certain corporations. State Supt., *Bien. Report* (1898-1900), pp. 152-159. In 1889 it received about \$50,000 by the transfer of certain bank stocks and accumulated interest. *Session Acts* (1889-90), p. 26; State Supt., *Bien. Report* (1886-88), p. 76; Auditor, *Bien. Report* (1900-02), pp. 19, 22; For description of the fund as of 1890 see Auditor, *Bien. Report* (1888-90), p. 22.

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15. See Kate J. Anthony, "Storer College: Our Work at Harper's Ferry—its history and purpose," a paper read before a missionary gathering of Free Baptists at Ocena Park, Aug. 15, 1883. See also Miller, ed., *Hist. of Ed.*, (revised ed.), pp. 264-266; Whitehill, *Hist. of Ed.*, pp. 114-117; W. Va., State Board of Control, *Report* (1914), part II, pp. 779-781.
16. For number and location of high and graded schools for the year ending June 30, 1894, see State Supt., *Bien. Report* (1892-94), p. 18. There were then 19 high schools and 203 graded schools, only 28 of which had more than 4 teachers. For the year ending June 30, 1896, the number of high schools declined to 18 and the number of graded schools to 187. State Supt., *Bien. Report* (1894-96), p. 118; *ibid.*, (1900-02), p. 21.
17. The towns and cities having four year high schools in 1904, together with the total attendance of each, were: Parkersburg, 299; Wheeling, 277; Charleston, 169; Huntington, 138; Martinsburg, 117; Fairmont, 102; Clarksburg, 79; Morgantown, 72; Sistersville, 67; Moundsville, 59; Ravenswood, 49; Point Pleasant, 46; Hinton, 32; Piedmont, 26; New Cumberland, 25; and Ceredo, 25.
18. The first number of *The Searchlight* was published in Summersville in June, 1895. When "Professor" Brown severed his relations with the Summersville Normal, the publication place of *The Searchlight* was moved to Fayetteville, where it appeared bi-monthly through 1899-1900.
19. Board of Regents, *Report* (1892), p. 3; West Virginia University, Board of Regents, *Bien. Report* (1890-92), pp. 4-5; *ibid.*, (1892-94), pp. 4-8; Carter G. Woodson, "The Anniversary Celebration," in W. Va. State College, *Bulletin*, Series 3 (1941); Daniel P. Lincoln, "West Virginia State College, Serving a National Need," in *West Virginia Review*, Vol. 18, pp. 205-206; State Board of Control, *Report* (1914), Part II, p. 737; *Session Acts* (1891), pp. 171-174.
20. Woodson, "Anniversary Address" in State College, *Bulletin*, Series 3, No. 3 (1941), p. 21.

CHAPTER VII

THE TRANSITION, 1880-1909

PART TWO — HIGHER EDUCATION

INTRODUCTION

AS IN THE Reconstruction, the University pioneered the way in higher education in the Transition. Differences between those on the one hand who believed in strong executive control and those on the other who believed in faculty control retarded progress and fostered sectarian plans for independent action. Nearness to the Civil War lent zest and flavor to the common struggle, for generally those who favored a strong executive control were imbued by Northern influences, whereas those of a contrary mind were as generally pro-Southern. Under such conditions, the legislature tolerated the University instead of supporting it adequately; executive and teacher tenures were insecure; and the energies of all were spent more largely in petty rivalries and jealousies than in creative scholarship and effective teaching.

Throughout it all there was, however, a large degree of individual worth and earnestness of purpose. The results were, therefore, in the line of progress. Among other things, faculty members tended to learn their places and to appreciate scholarship and good teaching, and the executives, through the use of trial and error methods, tended to evolve workable systems, even if they were somewhat novel. But for hampering traditions, products of an arrested educational development, and for the lure of material things, the progress would doubtless have been greater.

Under such conditions, it was easy for conservative elements, motivated largely by desires for material gain, to dominate this period and pursue a niggard policy with respect to higher education generally. For the most part, the leaders were rugged individualists with small concern for the public welfare. Consequently, they practiced few philanthropies and such as they indulged were scattered among the plain folk, primarily with a view to their political effects. As revealed in their correspondence at tax levying periods, their chief concern was to keep the rates low. In this way, they indirectly but effectively controlled college and university budgets.

Prior to and including 1890 the total legislative appropriations for buildings and grounds at the University were only \$149,041. It mattered not that vast fortunes were being accumulated meanwhile from the state's natural resources and used to endow educational institutions elsewhere and to maintain palatial residences and horse-racing establishments in upper Piedmont Virginia. West Virginia was in the sphere

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of one of the greatest workshops of the world and the zest for material things set the tempo.

Despite the niggardliness thus imposed, West Virginia increased perceptibly her expenditures for higher education. This was due, however, largely to federal subsidies granted on condition that the state would make expenditures for basal needs, such as buildings. This was especially true after the passage of the Second Morrill Act. Beginning about 1895 with the shift from Democratic to Republican control, certain industrialists, in keeping with promises of long standing, made gestures at keeping the educational development of the state in line with the material development. To that end an economical and geological survey was authorized, and publicity was given to a report that John D. Rockefeller would, "under certain conditions," present the University with a "handsome building to be used as a school of art and music and for dormitories for young women students."

As the expectations thus set in motion found their way to the public, the state was not immune to change, even to progress. In keeping with the tempo, this progress did not, however, advance much beyond the desire for better material conditions. Thus it paved the way for the scientific study of geology. The leader in this advance was Dr. I. C. White, who achieved an international reputation as a geologist and, incidentally, accumulated a small fortune of his own. Among others scarcely less distinguished in the field of scholarship, was Andrew D. Hopkins, an internationally known forest entomologist.

As educational policies and conditions were determined by politicians rather than by educators, attention is called to the fact that this period was almost barren of political changes, except the shift from Democratic to Republican control begun in 1894 and completed in 1896. Largely through Granger influences, the railroads, beginning in 1885, were required to pay state taxes in appreciable sums, but property assessments of all kinds and tax rates remained low, as determined by the retainer-fee and railroad-pass subsidized henchmen of the interests. As the few serious proposals for reform had little regional support and were largely in response to superficial notions of national trends, only a few of the long promised amendments to the state constitution were made, and movements looking to a thorough revision through a convention were quickly and effectively suppressed. Thus, the only governor of the period who suggested far-reaching reforms, E. Willis Wilson of Jefferson County, was generally, but not affectionately, known as "Windy." Under such conditions, the state remained blissfully immune to those forces, then in the making, which later found expression in the Progressive movement of the Midwest and the Far West.

The situation can be better understood by recalling the fact that persons were then being graduated from the University and other in-

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stitutions of higher learning with majors in the social sciences, who were almost wholly ignorant of the labor and kindred movements, even in their own state. This was to be expected, however, for as late as 1897 when R. E. Fast was elected to the chair of history and political science, little instruction was offered in those subjects and less in economics and sociology; in all the instruction the texts in use were adhered to slavishly; and the most elementary facts of state and regional history remained undetermined. Instead, instruction of the higher order was confined almost entirely to metaphysics, the classics, English, mathematics, and moral philosophy.

A contributing cause was the fact that as late as 1905 West Virginia contained no collection of Virginia archives, and the heroic and romantic history of the former continued to be regarded only as a part of the history of the mother state. Moreover, the daughter state did not own and house a single public document pertaining to her own formation and admission to the Union, and she possessed no collection of her own public documents, not even the messages of her governors or the journals of her legislature. Fortunately for all, Dr. Lyman C. Draper of New York had collected most of the personal documents pertaining to her pioneer history and deposited them in the Library of the Historical Society of Wisconsin at Madison, but as yet the need for collecting the remaining manuscripts and the public archives had occurred to only a few persons. There were less than a dozen private and municipal libraries, none of them large, in the entire state, and the University and the college libraries were such in name only.

Thus the state offered no opportunity for research and investigation such as other states then provided and encouraged. As a consequence, her leaders did not develop traditions of scholarship, and progress in that direction was mostly superimposed. This was notably true of the shift from Democratic to Republican control, which was directed largely from the private offices of S. B. Elkins at No. 1, Broadway, New York City, and of N. B. Scott and Earl W. Oglebay in Cleveland, Ohio. In the absence of an equally loyal and purposeful local following, such as that which had its origin and being in the desires and plans of these industrial barons, references to Northern educators, even to Horace Mann, were largely lip service. When the "feriners", as in 1897-1901, attempted to superimpose "progress", it was withstood after the manner of the Chinese in the Boxer Rebellion.

Progress, as later understood and accepted, was being arrested also by the dominant hold of fundamentalism. There were then few liberal preachers in the entire state, and evolution was mentioned cautiously even at the University which was then dominated by Baptist, Methodist, and Presbyterian fundamentalists. At the beginning of the period, a congenial group of "liberal minded" residents of Morgantown organized a

unit of the Protestant Episcopal Church. But the members were under a cloud of suspicion, because they danced and were not averse to the cup that cheers. There were then few cities and towns and fewer rural communities which did not from time to time have revivals of religion at the sacrifice of their school programs.

On the other hand, thanks largely to the printing press and the Chautauqua, the plain folk were beginning to entertain more liberal views than they cared, and in some cases dared, to express. Some of them even ventured to hear Robert G. Ingersol tell why he was an agnostic. Such independence, together with occasional mention of Charles Darwin and his philosophies, spurred orthodox leaders to provide institutions in which their sons and daughters could be educated "under Christian influences." For that purpose they tried from time to time to control the University. Defeated in this by sectarian rivalries, by the futility of their cause, and by a resurgency of Jeffersonian Democracy, they established a number of sectarian controlled institutions of higher learning.

Something of the current hold of fundamentalism upon the state was indicated in the commencement exercises at the University on June 10, 1886. In the course of the program one of the graduates, orating on the "Evolution of Language," took a position "savoring of materialism." Whereupon President Turner, "very wisely" as indicated in *The School Journal*, "took occasion to announce publicly that such sentiments were not taught in the University nor approved by its authorities." In approval of this rebuke, *The School Journal* added, "If our plain old fashioned people of West Virginia ever become impressed with the belief that their University is a place where the gospel of Christ and the religion of the Bible are set aside for the materialistic notions that pervade some of the fields of modern science, its usefulness will be forever ended." While there was no law on the subject, the public schools were then generally opened with readings from the Bible, and under a ruling of the state department, made in 1898, such readings could not be excluded.

Despite the dominance of orthodoxy, West Virginians were rapidly learning the language of wealth and affluence, which had an intriguing teacher in current utterances to the effect that they were soon to be surpassingly rich, thanks to the forests which covered and the minerals which filled the hills.¹ At the same time, Orison Sweet Marsden's Success Series, of which *Pushing to the Front* was a favorite, constituted a large part of the libraries of ambitious young men. Even the preachers caught the urge and exhorted their parishioners, especially the young men, to cultivate acquisitive faculties as a means of making the most of themselves and of helping others.

A general tendency to historical mindedness made also for conservatism, for the incidental progress was based largely on experience. This was especially true in matters educational as attested by the fact that each

of the state superintendents was either the author or the editor of one or more historical publications.² It was in this period also that the Federal Department of Education published the *History of Education in West Virginia* by Alex. R. Whitehill of the University, and that Dr. A. D. Mayo, financed by the Peabody Fund, published his superficial article on "Education in West Virginia." With a text by R. V. N. Painter, a West Virginian, the history of education was a prescribed subject for the professional training of teachers generally, and educators and legislators alike planned for the future in the light of the past. This tendency was largely responsible for two attempts to establish historical magazines of state-wide appeal,³ and explains the fact that teachers' journals carried many historical articles. As much as anything else perhaps, these magazines and articles reflected the educational aspirations and techniques of this period.

The provincialism of this embryonic renaissance, which embraced other subjects than history, finds sufficient explanation perhaps in the fact that only a few West Virginians in any way contacted the national learned societies organized in this period. This was despite the fact that Superintendent Alex. L. Wade addressed the National Education Association in 1879. He and Superintendent B. L. Butcher were the first West Virginians who regularly attended its annual meetings. Butcher was the first chairman of the division of superintendents, but it was not until near the close of the century that West Virginians attended these gatherings in considerable numbers. Only three, B. L. Butcher, Alex. L. Wade and the Rev. N. C. Brackett, attended the Madison (Wisconsin) meeting in 1884. In 1903 fifteen attended the Department of Superintendents meeting in Cincinnati. Only a few residents, not more than three, were then members of any of the national learned associations, but as early as 1897 Dr. I. C. White was attending the International Geological Society conventions.

PRIVATE AND DENOMINATIONAL SCHOOLS

1. BETHANY COLLEGE

Until well toward the end of this period, financial problems embarrassed Bethany College. As usual, this burden fell largely upon the presidents, but it was shared by the faculty through low salaries and deferred salary payments. Generally, the presidents were persons of character and ability. Following four years' tutelage under President Pendleton, Professor Wm. H. Woolery, a native of Kentucky and an alumnus, '76, was in 1886 elected president. He was then thirty-six years old, of fine physique, six feet two inches in height. Best of all, he was a scholar, as evidenced by the fact that he was an active member of the American Institute of Hebrew and a congenial friend of W. R. Harper, first Presi-

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dent of the University of Chicago. At once President Woolery began a campaign to increase the endowment, but his efforts were cut short in 1889, when he succumbed to an attack of typhoid fever.

During the next ten years Bethany presidents succeeded one another in rapid succession and in confusing uncertainty. First came Archibald McLean, a bachelor Canadian and an alumnus, who resigned at the end of one and a half years to resume work with the Foreign Christian Missionary Society. His successor, Hugh McDiarmid, an alumnus, '67, and also a Canadian, resigned after four and one half years under conditions which indicated that the College would be defunct in the near future. To prevent this the debt was increased by \$10,000, and in 1896 a proposal to merge Bethany College and Hiram College at Hiram, Ohio, was seriously considered.

These uncertainties were reflected in presidential tenures. While the merger proposal was being considered, Professor B. C. Hagerman of the faculty performed the executive duties as chairman. Against his wishes, he was elected to the presidency in 1897, but he resigned in 1898 when the College, with an enrollment of fifty-three, reached its lowest post-bellum ebb. During 1898-99, Professor H. S. Green, later of West Virginia University, was chairman of the faculty. On condition that his salary be guaranteed for two years, J. M. Kersey, Pastor of the Christian Church in Washington, Pennsylvania, was elected president in 1899, but he resigned with the expiration of his contract.

This period was, however, featured by evidences of progress. Among other things, dormitory accommodations for women were provided, first in 1882 in the Valley House, in 1889 in Pendleton Hall on "Pendleton Heights," and in 1890 in Phillips Hall, gift of T. W. Phillips of New Castle, Pennsylvania; entrance requirements were raised; the "ladies' course" was discontinued in 1893 and women were admitted to any of the three remaining courses; and about the same time a department of music was established. Under direction, first of Eugene Feuchtinger and, from 1897 to 1935, of Professor J. C. Moos, this department became famous.

Despite continuous financial embarrassment, the College at no time lowered its standards. Among teachers who helped to sustain them were J. L. Allen, author of *The Choir Invisible*, *A Kentucky Cardinal*, and *The Reign of Law*; Geo. W. Bottsford, later professor in Columbia University and author of widely used textbooks in Ancient History; C. J. Kemper, author of a textbook on mechanics; and Cammie Pendleton, a versatile scholar, effective teacher of languages, and the only woman who regularly attended faculty meetings.

With the election in 1901 of Thomas E. Cramblet to the presidency, Bethany entered a new day, the byword of which was "Build". After gathering the disintegrating and often nullifying administrative threads

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into his own hands, President Cramblet launched a building program, the increasing number of men students having made dormitory accommodations imperative. Accordingly, Commencement Hall, built in 1872, was reconditioned for that purpose. Next the president directed attention to beautifying and improving the College environs. To that end additional acreage was purchased, buildings were either torn down or reconditioned, and new faculty residences were erected. In 1906 came Carnegie Library, a three story brick structure. His accomplishments were impressive and were perhaps the determining factor in assuring the long sought \$100,000 endowment.

It was in this period that Bethany student life began to take on its somewhat unique characteristics of devotion to church and of loyalty to the town and the community. As all were on a comparatively small scale, residents and students were bound together by a sort of family solidarity. Under such conditions college pranks, such as snipe-hunting, cow painting, and smoking-out were over-worked community interests, and cliques and factions were sometimes dominant and arrogant. Whether significant or not, the College was a stronghold of social fraternities. Delta Tau Delta fraternity was born there in 1896.

On the other hand, chapel attendance was compulsory but graciously granted; four old time literary societies: the Neotrophian; the American, formerly Bethany Institute; the Adelpian, founded in pre-Civil War days, for men; and the Ossolian, organized in 1880 for women and chartered in 1899, were centers of intramural student life. *The Bethany Collegian*, a student monthly news-sheet, established in 1881, as the successor to the *Bethany College Guardian*, established in 1869, was ably edited and successfully financed, even if it was sometimes necessary to cancel the last annual issue to make ends meet. A year book, *The Meteor*, was first published in 1896, but it ceased to appear in 1898. It was revived in 1905 and named the *Kodak*.

Bethany social life, as of about 1890, was vividly pictured in the following by the editor of the *Collegian*.

We have remained behind after the tumultuous exodus of students and visitors, to get out this number of the *Collegian* and we are working in the midst of a vast solitude. We go up to the Stewart Ranch, but there issues therefrom no twanging of guitars or sound of merry voices; we wander up to the college, but the corridor, reading room, ball ground and tennis court are deserted, and silent; we stroll through force of habit, up to the Heights (the girls' dormitory), but no bevy of rosy-cheeked and cherry-lipped darlings rush forth to meet us, as would have been the case one short week ago. Down in the town the merchants sit asleep in their respective emporiums, and the streets are deserted by all save the cows and "Little Agah." Billy Cowan's horses are turned out to pasture and Billy himself has gone fishing. Several large spiders have spun their webs across the post office door, unmolested.

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2. MORRIS HARVEY COLLEGE

The State of West Virginia having acquired Marshall College in 1867 and established therein the State Normal School, efforts of the Western Virginia Conference of the Methodist Episcopal Church, South, to establish an institution of higher learning were suspended temporarily. They were resumed in 1874, and four years later a conference committee recommended that Charleston Female College be designated the "Conference Institution." The Female College was short-lived, however, and the recommendation was dropped. Nine years later, as the "Northern Methodists" were making ready to establish a conference seminary, the "Southern Church" considered a proposition to establish an institution of higher learning at Philippi, Barbour County, but the following year Barboursville Seminary, forerunner of present Morris Harvey College, was established, and the Philippi movement collapsed. The "Southern Methodists" had been interested meantime in Princeton Academy in Mercer County and in Allegheny Collegiate Institute in Greenbrier County.

Like other institutions of learning in West Virginia, the location of Barboursville Seminary was determined largely by a courthouse situation. With the removal of the seat of government of Cabell County to Huntington in 1888, residents of Barboursville prepared at once to use the vacant courthouse either for a high school or an academy. For that purpose the county court was asked to transfer ownership of the desired building and site to the town of Barboursville, but this was found to be illegal and a stock company was formed to purchase them. In pursuit of this plan Barboursville Seminary was incorporated on May 16, 1888, and in due course its trustees purchased the abandoned courthouse and site and opened a seminary. The trustees were the Rev. T. S. Wade (Chairman), Geo. J. McComas, Thomas Thornburg, J. S. Johnston, S. G. Preston, Geo. F. Miller, Jr., H. J. Samuels, and Geo. R. Blume.

Before the school could function, it was considered necessary to convert the site, a small country village recently abandoned as a county seat, into a school town with all that implied. Among other things, it was considered necessary to rid the place of its saloons, particularly the "Gibson House" operated by "Uncle Fatty Bum[gardner]." With the help of Geo. R. Blume, county superintendent of schools, and of interested ministers this was accomplished in short order. On September 12, 1888, the Seminary opened its doors to about twenty-five students. It was under the presidency of the Rev. T. S. Wade, who taught mental and moral science. The Rev. G. M. F. Hampton was vice-president and taught Latin, German, commercial subjects, music, and art.

In an accessible location and beautiful environs the moral tone and earnest purpose of the friends of the Seminary soon relegated an other-

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wise unfavorable atmosphere to the background, and the students at once developed wholesome traditions. A contributing factor may have been the improvised library consisting largely of textbooks and such publications as were found in homes of patrons and friends. The main social event was "The Reunion" which was held monthly in the hall of the seminary building, the former courthouse. As dancing was strictly forbidden, this event was featured by "The Promenade," in which couples marched up and down the hallway to the accompaniment of music. Early in the second year students published a news sheet called *The Cyclone*.

The Seminary was successful beyond the expectations of its most sanguine patrons. The second year opened with 65 students. By March, 1890, the number had increased to 125, and at the end of the spring term that year 140 students were enrolled. The outlook was thus so promising and enthusiasm was so high that the Western Virginia Conference in 1890 took over ownership and control and converted the Seminary into the desired college. In pursuance of this act the name was then changed to Barboursville College, and Dr. R. W. Douthat, "a veteran educator" who had seen active service at Gettysburg in Pickett's command, was elected to be the first president. Commenting upon these events the *Huntington Advertiser* for October 3, 1890, said, "The college will be supported by the Conference and the interest in it now amounts to enthusiasm. Funds will be raised to pay off its debts and to put it on a first class footing, financially and otherwise."

The College opened its first session with an enrollment of seventy. In addition to President Douthat, who taught Latin and mathematics, the faculty was composed of the Rev. W. W. Royall, a former missionary to China, who was vice-president and professor of mental and moral science and theology; Geo. A. Proffitt, assistant in mathematics and teacher of bookkeeping; Mrs. Geo. A. Proffitt, German and English literature; Florence Miller, French and rhetoric; and Maggie Thornburg, vocal and instrumental music. The trustees were Thomas Thornburg of Barboursville, chairman; Geo. F. Miller, Jr., of Huntington; W. H. King, H. J. Samuels, and the Rev. C. W. Shearer of Barboursville; J. M. Carter of Ashland, Kentucky; John Martin of St. Albans, West Virginia; T. S. Wade and B. F. Gosling of Catlettsburg, Kentucky; and S. F. McClung of Point Pleasant, West Virginia.

Courses leading to A. B., B. S., and B. L. or M. E. L. degrees, respectively covered four years and were prescribed by terms under the headings, classical, scientific, and literary. In the first three years of the classical course emphasis was upon Latin and Greek, but German and French might be substituted for Greek in the other courses. The senior year of each course was occupied largely with mental and moral philosophy, evidences of Christianity, psychology, and constitutional law. There was also a normal department with an unindicated course leading to a

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normal diploma, and a business course leading to a business diploma. The Bible department followed a church conference prescribed course "designed to drill young ministers."

Following the resignation of President Douthat in 1895 to accept "the Chair of Ancient Languages in the State University," presidents of Barbourville College came and went in rapid succession during the ensuing five years. The Rev. J. M. Boland resigned early in 1896 and was succeeded by the vice-president, J. P. Marshall, who resigned at the end of the year and was succeeded by T. C. Atkeson, who resigned at the end of one year to become dean of the College of Agriculture in the University. Atkeson was succeeded by his father-in-law, the Rev. Zephaniah Meek of Kentucky, who served for one year and was succeeded in 1898 by the Rev. S. F. McClung, who served to 1900, when the College entered a new era under the presidency of the Rev. D. W. Shaw, former superintendent of the Boys' Reform School at Pruntytown.

Although President Shaw inherited a faculty composed largely of girls who did not have undergraduate degrees, a number of factors combined to make his presidency, ending in 1909, a high spot in the history of the College. First, and perhaps most important of all, he strengthened the faculty. Among the new members were Dr. J. M. Skinner, former principal of West Liberty State Normal School, and M. Willa Bowden, professor of Latin, German, French, and English. Substantial gifts helped his program. One from Morris Harvey and his wife, Rosa Harvey, of Fayetteville, West Virginia, was so considerable that the trustees on May 27, 1901 changed the name of the College from Barbourville to Morris Harvey.

Meanwhile, the physical plant was enlarged and improved. Among other things, the former county jail was reconditioned, named Rosa Harvey Hall, and used as a dormitory for women. Later Bellingsly's Hall was improvised as a dormitory for men; a music hall was erected; and twenty-one acres of land were purchased.

The course of study was limited to classical subjects leading to the A. B. degree and to a normal course leading to a normal diploma. The courses in business and music were continued, but nothing was said in the catalogue bulletin about courses in Bible "designed to drill young ministers." At that time the College was placed under supervision of a conference board of education consisting of nine members, who visited it from time to time and determined its course of study. With these and other accomplishments to his credit, President Shaw resigned in 1909.

Student life at Barbourville at that time was in keeping with that elsewhere. There were two literary societies, the Irving and the Franklin; students were required to attend daily chapel exercises and preaching services on Sunday morning; and they conformed to rigid boarding house and dormitory rules and regulations. The following rules were prescribed:

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Students must not visit each other in their rooms, or be out visiting friends, or strolling about town after 7 o'clock in the evening, for all months except April, May, June, and September. During these four months, study hours do not begin till 7:30 P. M.

Company must not be entertained except on Friday evenings and then not later than 10 o'clock. This rule forbids young ladies to walk the streets or to take strolls or to hang over the gates with young gentlemen.

All students other than those under their parent's control, must attend divine service on Sunday morning, if there is any service in our churches, or in the College chapel.

Young ladies are forbidden to attend "Church or sociables" with young men.

Students who prove themselves worthy of the privilege are permitted to study in their own rooms. Others must study in the College chapel.

No students will be permitted to attend balls or sociables where dancing is allowed.

No drama will be presented from the stage of the College.

3. SALEM COLLEGE

The West Virginia Conference of the Methodist Episcopal Church having declined a request of a group of Salem residents to locate its proposed seminary there, a group of Seventh Day Baptists seized the opportunity and in 1888 established Salem Academy, which by a charter dated January 21, 1889, became Salem College on June 10, 1890. This institution is located in Harrison County fourteen miles west of Clarksburg, and seventy-eight miles east of Parkersburg. Although it is nonsectarian, from the beginning it has been under control of the Seventh Day Baptists. As stated in a college bulletin for 1910, they founded the institution on "the broadest Christian interest in humanity." Furthermore, the purposes were indicated to be

To provide for the young men and women of the Middle South an education which would be thoroughly practical and at the same time furnish the highest culture of body and mind. The trustees, through a carefully selected faculty, seek to provide thorough instruction in the courses specified in the college curriculum. Not less is it the purpose of the institution to maintain such environment and such moral principles as will develop the highest type of manhood and womanhood. The college seeks to develop a standard of character and intelligence that will enable every graduate to make good.

These purposes can be better understood perhaps in the light of the intellectual and cultural background out of which they came. This was determined largely by pioneer settlers from New England and New Jersey. After more than half a century their indomitable desire for education found expression in short lived West Union Academy, incorporated on January 10, 1853. It served, however, to keep the desire for learning alive, for it was perhaps a motivating influence with Preston F. Randolph, who in 1862 was graduated from Alfred University, Alfred, New York. For some time thereafter he taught school in and near Salem. He was one of the leaders in inducing the Seventh Day Baptists to spon-

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sor Salem College. He and his relatives and friends were its first benefactors.

Like other schools of its type, the early years of Salem College were largely occupied with a struggle for existence. But for the untiring efforts of the first and only principal of Salem Academy, the Rev. Dr. John L. Huffman, who "traveled up and down the mountains, through the valleys, across turbulent streams, many times in rain, snow, and slush, sometimes to the knees of his good steed, seeing people and soliciting . . . money . . . for the school", the College might never have opened. The Rev. Huffman organized a stock company which rented rooms in a frame building, where the Academy functioned during its first year of activity. In August, 1889, the General Conference of the Seventh Day Baptists met in its chapel and, in a burst of loyalty and enthusiasm, the delegates pledged funds to guarantee the activity of the College during the ensuing five years. At the same time, a committee was appointed to petition the state for college standing, which petition was granted August 16, 1890. August 27, 1890, the College opened its doors to students.

The first president, the Rev. S. L. Maxson, came to his duties from Albion, Wisconsin, where he had been principal of a private academy. At the time he held bachelor of divinity and masters degrees, and he later received a doctorate from "a school in Oklahoma." Although he was trained for the ministry, his active interest was in education.

Like other colleges of the period, Salem made "a specialty of her Normal Department." In 1893 it offered also "the regular Classical and Scientific course" and "full courses" in business, telegraphy, shorthand and typing, music, and art. The Academy continued to function alongside of the College until 1928 and to cater to students who had not had high school advantages. During the last ten years of its existence it functioned separately with its own principal and faculty. Two literary societies, the Demosthenian and the Excelsior, held weekly sessions and afforded "ample discipline to students in public speaking and parliamentary practice." In 1893 the College was reported to be "in great need of aid" for the library.

President Maxson's chief contribution to the College was the construction of its first building. This was a two story frame, 45 x 60 feet, covered by a mansard roof of metal and slate and surmounted by a tower. The first floor was occupied by five classrooms and the janitor's room, and the second floor was given entirely to "a commodious chapel" which was used for convocations and for recitations. Students and faculty alike were especially proud of the "twenty-three large plate glass windows" which adorned the building. For sentimental reasons, the destruction of this building by fire on December 17, 1914, was a calamity.



ORIGINAL SALEM COLLEGE BUILDING, 1891

In 1892 President Maxson was succeeded by the Rev. Dr. Theodore L. Gardiner, a native of New York State, a graduate of Alfred University, and at the time of his election pastor of the Seventh Day Baptist Church in Salem, who served for fourteen years. Because of his intimate knowledge of local conditions and the length of his service, President Gardiner was able to establish the College on a firm basis. At the end of his presidency in 1906, it was, as indicated by his successor, Dr. Cortez R. Clawson, offering six courses of study: "The Classical, Philosophical, Scientific, Agricultural,

Normal, and Music." Graduates from its normal course were then awarded teachers' certificates "on the same terms" as graduates of the state normal schools, and there was a practical course in agriculture. The library then contained 4,000 volumes, several scholarships had been established, and plans for establishing a permanent endowment had been approved.

4. WEST VIRGINIA WESLEYAN COLLEGE

This institution, located at Buckhannon, Upshur County, is the culmination of a series of efforts to establish a Methodist controlled school in present West Virginia. In turn, the pre-Civil War efforts centered about Asbury Academy at Parkersburg, Northwestern Virginia Academy at Clarksburg, and Fairmont Male and Female Seminary at Fairmont. When the Rev. Wm. R. White resigned the principalship of the last named school to become the first general superintendent of free schools of West Virginia, his Seminary was in favor with both the West Virginia Conference of the Methodist Episcopal Church and the Meth-

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odist-sponsored Educational Society of Northwestern Virginia. It was thus in a favorable position to become the long desired Methodist Episcopal Church owned and controlled school in present West Virginia. But, following his departure, his educator friends and associates in Fairmont shifted their interest to a regency sponsored normal school which in the course of a few years became a branch of the State Normal School at Marshall College, and the Fairmont Male and Female Seminary became inactive.

The "Northern" Methodists had not, however, forgotten their desire for a church controlled school. With that in mind, the name of the Educational Society of Western Virginia was changed by the new state legislature to "The West Virginia Educational Society," and, about the same time, the board of trustees of the Northwestern Virginia Academy was reorganized and instructed to renew efforts toward acquiring control in behalf of the West Virginia Conference of the Methodist Episcopal Church. With financial aid from the Freedman's Bureau, between four and five thousand dollars were spent in 1866 to recondition the Academy building, and in the fall of that year it was reopened under the principalship of the Rev. J. Conner, a Methodist Episcopal preacher. But the trustees found it impossible to sustain the Academy on an independent basis, and in 1867 it was merged temporarily "into the free schools of the borough of Clarksburg."

With prominent Methodists manning most of the important positions in the new state government, the West Virginia Conference of the Methodist Episcopal Church tended to neglect its proposed church-owned and controlled school. Failure of the "Southern" Methodists to reestablish Marshall College following the Civil War was perhaps a contributing influence. Moreover, the disabling and disfranchising acts of the Radical controlled state legislatures had supposedly reduced "Southern" Methodists and other seceders to impotency. Under such conditions the State University came to be regarded as a Methodist institution, and the West Virginia Conference invited "our people to patronize the West Virginia University, and our State Normal Schools."

But for the summary dismissal of the Rev. Martin from the presidency of the University in 1875 by a board of regents controlled by Baptists and Southern Democrats, the West Virginia Conference of the Methodist Episcopal Church might have postponed indefinitely the establishment of a church owned and controlled school. But the circumstances surrounding the dismissal of President Martin were such as to cause concern for the future, and the "Northern" Methodists again considered the need for "a Conference Seminary of high rank, which shall be not only a help to learning, but also a fountain of piety." With that in mind, the 1876 Annual Conference appointed a committee to re-

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ceive proposals from towns and cities interested in becoming the site of the proposed school. The following year Buckhannon offered the Conference \$6,590 in cash and three acres of land for that privilege, and the committee in charge moved that the offer be accepted and that trustees be named and instructed to proceed at once with the construction of a building.

What effect the election of the Rev. J. R. Thompson, the able pastor of the Methodist Episcopal church in Morgantown, to the presidency of the University in 1877 had on the plans of the Conference to establish a secondary school of high rank, cannot be definitely determined from available records. As expected and desired, President Thompson threw his heart and soul into the task of arresting the declining interest in the University. As a result, much of the criticism incident to the dismissal of President Martin and to the tendency of the Southerners to take over ceased temporarily, and many, if not most, of the interested "Northern" Methodists, tended again to look upon the University as "our school."

In response to this changed attitude, the program of the Annual Conference with respect to its proposed seminary was changed perceptibly. Although it did not abandon its plan for "keeping the higher education of youth under the control of the Christian church," it did not accept the offer of Buckhannon of cash and land to be used in providing the necessary plant. Instead, the Annual Conference of 1878 appointed a commission of five ministers and four laymen to receive additional proposals from either individuals or communities. At the same time, it made known its intention not to establish a seminary in any place not accessible, "or nearly so," to a railroad or "in any locality which does not donate to us at least twenty-five thousand dollars in land, buildings or other property."

Making the most possible of the fact that the West Virginia Conference of the Methodist Episcopal Church then (1879) had 150 traveling preachers, 376 churches, about 33,000 members, and property worth about \$622,000, the commission made a progress report to the Conference meeting in Huntington in October, 1880, where some of the sectional difficulties involved were indicated in its recommendation to the effect that a committee be appointed to solicit subscriptions for an academy to be located south of the Little Kanawha river. With this gesture to the southern part of the state and with "Northern" Methodists controlling the University, interest in the proposed seminary lagged during 1881-1883, but, with the election of William L. Wilson to the presidency of the latter in 1882, complete control passed to Southerners and to Baptists. As a consequence, the University of Virginia curriculum was introduced and most of the Methodist students, including the later Bishop William A. Anderson, left the University and enrolled in nearby schools in Ohio and Pennsylvania.

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This turn of events quickened the interest of "Northern" Methodists in establishing a conference controlled seminary. For that purpose, a board of trustees was reconstituted in 1884 and ordered to investigate the status of the old Northwestern Virginia Academy at Clarksburg. The following year it reported that this institution had, under an act of the 1873 legislature, become a part of the public free school plant of that city. Whereupon the Conference formally ceased "all further efforts for the control and ownership of said institution" and discharged the trustees from any further responsibility for it. At the same time, the Conference appointed ten additional trustees to carry on in cooperation with the Conference committee on education. In compliance with their recommendations, the 1886 Annual Conference assigned "a special day to the interests of the proposed school" and filled vacancies in the board of trustees which was authorized to secure a charter of incorporation and to locate the school at the earliest advisable date.

Aided by interest incident to the Centennial Anniversary of Methodism in America and by residents of Upshur County, Buckhannon increased its standing offer to \$12,000 in "good and solvent subscriptions," and, on July 13, 1887, the trustees chose it as the site of the Conference Seminary. Incidentally, the choice was made on the thirteenth ballot with thirteen of the sixteen trustees participating. The site was a 43-acre tract on the southeast side of the town "about three-fourths of a mile from the Court House, but not quite so far from the Methodist Episcopal Church." It cost \$5,551.86, of which only \$300 was paid in cash. From brick made on the site, the trustees proceeded at once to erect a three story building which was completed in the summer of 1890 at a total cost, including the acreage, of \$38,500.

Disappointment with the University was not the only factor in this consummation. Among other things, the future of the state normal schools was still uncertain; following the resumption of foreign immigration in the 1880's Catholics were establishing their own educational institutions; and toward the end of that decade a Western Virginia Conference of the Methodist Episcopal Church, South, established a church owned and controlled seminary at Barboursville, Cabell County. Moreover, evangelical Protestant ministers were then awake to the fact that evolution was being taught at Johns Hopkins University and at other institutions of higher learning, particularly state universities. In a manner peculiar to the Appalachian mountain region, opposition to such teaching was voiced generally by the Christian pulpit which insisted that "boys and girls must be educated under Christian influences."

With a bonded indebtedness of \$20,000 the Conference Seminary opened its doors to students on September 3, 1890, under the presidency of the Rev. B. W. Hutchinson. A native Pennsylvanian, a graduate of Ohio Wesleyan University, and a former pastor of the Methodist Epis-

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copal Church in Sistersville, West Virginia, President Hutchinson came direct from the pastorate of St. Paul's Methodist Episcopal Church in Providence, Rhode Island. His salary was \$1,200. On October 4, following, members of the sponsoring Conference, accompanied by Bishop Cyrus D. Foss, visited the as yet unconditioned campus.

In keeping with the wishes of the trustees, President Hutchinson launched the Seminary on a conservative basis. Through the construction of a campus residence, completed in 1892 at a cost of about \$2,000, and a dormitory for women, completed in 1895 and later named "Ladies Hall" and still later "Agnes Howard Hall", he solved the Seminary's most urgent problems. Having kept it free from accumulated operating deficits and laid the basis for converting it into a college by expanding the curriculum in 1892 to include the usual freshman year, in February, 1898, President Hutchinson resigned to accept the presidency of Genesee Wesleyan Seminary at Lima, New York. F. B. Trotter, who had taught Latin in the Seminary since 1890 and been vice-president since 1894, was acting president during the remainder of 1897-98.

As organized under President Hutchinson, the Seminary offered four courses of study: the classical embracing "three or four years of solid work in Latin, one less in Greek, with due proportion of Mathematics, History and Natural Science"; the scientific or philosophic which omitted Greek, but included German or French and gave more time to the natural sciences; the literary which made both Latin and Greek elective and gave special attention to the modern languages, history, and the sciences; and the normal which gave special attention to training teachers. There was also a preparatory or elementary course and departments of music and art. With extras for music and art, the tuition in regular courses was \$25 per year, payable in advance. Board and room in private families was to be had at from \$2.50 to \$3.00 per week and some students boarded themselves at less than \$1.00 per week. Primarily to accommodate teachers, the school year was divided into three terms: fall of ten weeks and the winter and spring of fourteen weeks each.

President Hutchinson was succeeded by the Rev. S. L. Boyers, a native of Monongalia County, West Virginia, and a graduate of Ohio Wesleyan University, whose administration was of "few days and full of trouble." Among other things, newly established high schools caused a decrease in the Seminary enrollment, and the President's plans for utilizing the plant to the fullest did not coincide with student and trustee ideas of economy and the aesthetic. This was notably true of his decision to plant most of that part of the campus now kept beautiful by use of the lawn mower, in potatoes and to sow the rest of the area in oats. As a consequence of a series of incidents of this kind, the relations between the students and the President became so strained that he had the campus policed at Halloween time to prevent depredations. Regardless, probably

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because of these precautions, a number of students took a chance as a result of which one of them was seriously wounded by a pistol shot. As a result of this affair and of cumulative causes, the President's usefulness to the College was ended and he resigned. He was succeeded in 1900 by the Rev. John Wier.

In President Wier's first year the Seminary enrollment grew from 388 to 488, including that of the first summer school, and continued to increase to 1903, when, in response to his habit of thinking and speaking in superlatives, the name was changed to "The Wesleyan University of West Virginia." A first and only class was graduated from this institution in 1905 only to be orphaned in 1906 by a change of name to "West Virginia Wesleyan College," as more in keeping with good taste and the purposes of the founders.



ADMINISTRATION BUILDING, WEST VIRGINIA WESLEYAN COLLEGE

The President's bent for the grandiose was, perhaps, a blessing in disguise, for it enabled him at once to restore and enlarge the Seminary building following its destruction by fire on February 4, 1905. The new building was called "College Hall" and later the "Administration Building." It occupied the site of the Seminary Building and was used for

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administration, chapel, library, and recitation purposes. It was erected under the slogan, "We must have some place to educate our boys and girls under Christian influence." The same sort of enthusiasm was responsible for the Music Hall, built in 1902.

Having made distinct contributions to the school, President Wier resigned, effective September 30, 1907, and was succeeded by the Rev. Dr. Carl Gregg Doney. Dr. Doney came to the presidency from the pastorate of Hamline Church, Washington, D. C. By student contacts with a number of educational institutions, including Harvard University, he had advanced ideas regarding the College curriculum and administration. As a means to revamping the former, in 1908 he replaced the Seminary with the Academy as more in keeping with the secondary needs of the College. Professor F. B. Trotter, the vice-president since 1894, having resigned in 1907 to accept a professorship in the University, Professor W. A. Haggerty was made dean of the College. Dean Haggerty was familiar with the administrative setups at Ohio Wesleyan, Boston, and Harvard universities and was thus able to aid in giving the College an up-to-date organization. The assets of the College at that time were about \$250,000.

5. MISCELLANEOUS

West Virginia College at Flemington was active during most of this period. On February 19, 1880, the Rev. Wm. E. Colegrove yielded the presidency to O. G. Augier, who resigned on August 9, 1882, and was succeeded by H. N. Ogden who served for one year and was succeeded by the Rev. W. E. Joliffe, who served until July 26, 1887, and gave way to the Rev. T. E. Peden. Although this school was regarded as a fine outlet for benevolent investments, it failed to attract them. In 1894-95 Haywood Fleming was acting president, after which the institution ceased to be mentioned in official reports. In 1901 the plant became a part of the Taylor County school system. In 1948 the building was still standing and revered for its memories.

Under a charter granted in 1882, the United Brethren in Christ that year established the West Virginia Normal and Classical Academy at Buckhannon, Upshur County. This school was opened by J. O. Stevens, who, after a short time, gave way to L. T. John and returned to Otterbein University, Westerville, Ohio, to complete his education. Stevens died in the autumn of 1883 and John became principal. He served in that capacity to June, 1885, when he was succeeded by W. S. Reese, who remained one year and was succeeded in 1886 by the Rev. W. O. Gries, who in 1889 was succeeded by W. O. Mills. After one year, Mills was succeeded by U. S. Fleming former acting principal of the Branch Normal at Fairmont. Fleming retained the principalship to 1891, when it was resumed by "Professor" Mills with Fleming as

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associate principal. In 1895 the institution was officially referred to as "Union College," but it ceased to function soon thereafter.

Although the records do not so indicate, this school seems to have been what U. S. Fleming and a group of kindred minded educators thought a school of its level and clientele should be. In addition to classical and philosophical courses carrying to the sophomore year in college, it offered teacher, commercial, and music courses. In 1890, years before a training course was re-established in Marshall College and three years before the University established a "Chair of Pedagogy," the West Virginia Normal and Classical Academy had a model school. In 1893 the school had an endowment of \$15,000, a library containing about 850 volumes, and two literary societies, the Philomathian and the Philadelphian. The enrollment was 175, and the faculty consisted of six members.

Among mysterious institutions or would-be institutions was "The Faculty of Instruction of the West Virginia Conference of the Methodist Protestant Church" with "principal offices" at Harrisville, Ritchie County. As indicated in the charter of incorporation, issued in 1898, the chief purpose of this institution was "to instruct students in theology and award diplomas of bachelor of divinity to those who pass certain examinations." There is, however, no evidence of its functioning.

In 1897 "Union College" was incorporated with V. A. Lewis as president. This proposed institution was to have been located at or near Mason, Mason County. In 1898 the project was taken over by the Methodist Protestant and the United Brethren conferences of West Virginia and the site was changed to Ravenswood, Jackson County. At the same time the name was changed to Ohio Valley College and F. (Frank) P. Harris, former chairman of the faculty, was elected vice-president and field agent and authorized by the trustees to solicit funds for a proposed three-story brick building. This structure was in process of construction when "Professor" Harris was killed in an accident on September 3, 1902. At least one commencement exercise had been held in the improvised quarters, but the new president, J. L. Poe, was unable to carry the enterprise to completion. For years the incomplete structure was a monument to the deceased president and was from time to time thought of as a possible site of a first class secondary school.

In the autumn of 1900 Dr. S. P. Hatton opened Powhatan College for women at Charles Town, Jefferson County. Through his "tremendous energy" this school prospered for a time, but it was forced to close its doors at the end of the 1913-14 session because of financial difficulties. Soon thereafter, the site was occupied by St. Hilda's Hall, a secondary school for girls under control of the Protestant Episcopal Church.

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At the end of this period other institutions of higher learning were yet unborn or in the secondary stage of their development and will be treated accordingly. For instance, Alderson Academy, later Alderson Junior College, was being organized, as was also Davis and Elkins College. In 1894, Broadus College at Clarksburg became Broadus Classical and Scientific Institute, interested primarily in preparing students for college. Except the professional courses, each of the present state colleges was functioning on the high school level. Storer College was not even planning to offer baccalaureate degrees. Present State College at Institute was only a high school. Both present Potomac State College and the West Virginia Institute of Technology were preparatory branches to the University.

THE UNIVERSITY

1. THE SOVEREIGN FACULTY, 1880-1885

Although the enrollment continued to increase under the leadership of President Thompson, persons both in and out of the faculty questioned his methods and expressed desires for an educator as president of the University. The differences between the pro-Virginian and the pro-Northern factions in the faculty were meanwhile becoming uncompromising. In an ever diminishing minority "the Northerners" were increasingly constrained to silence, but they were indomitable in spirit and purpose. On the other hand, "the Virginians" were increasingly bold and effective in efforts to establish an honor system covering every phase of student life; to replace the single by a multiple curriculum; to abolish both the preparatory department and the University presidency; and to introduce the University of Virginia method of administration. Almost to a man they opposed coeducation.

A showdown came in December, 1880, on a matter of discipline. In the previous November the faculty had appointed a committee authorized to devise a plan by which the advanced classes could be taught to spell. In compliance with its recommendation the faculty approved an order directing that each member of the four college classes be required to write a list of one hundred dictated words and that each member who failed to make 95% on the test would be kept in the preparatory class until such time as the teacher of that class was satisfied that he had removed his deficiency.

The sophomore class, including S. B. Brown, later a professor in the University, having absented themselves from the test, was suspended until the beginning of the spring term or until such time "as they shall consent to submit to a spelling test similar to the one of Friday last [December 10]." After a good deal of deliberation, this order was approved by a seven to three vote which, together with the publicity

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given the faculty differences, was doubtless a factor in the decision of the class to refuse to take the test and to appeal its case to the regents on the ground that the order was unjust and illegal.

Before the case was heard on January 24, 1881, a majority of the faculty had taken a firm stand against "an unauthorized effort to effect certain radical changes in the constitution and methods of the West Virginia University" and against efforts "to do away with the office of President of the University, or to abolish the Preparatory Department, or to break down the curriculum by substituting therefor entirely optional courses." With two of the Virginians absent this resolution was approved by a six to two vote, thus bringing to the fore the fundamental differences within the faculty. Although the discussions centered about the spelling discipline problem, it was admittedly of secondary importance.

With a majority of the regents tending to the Virginia viewpoint, they declined to decide the case of the petitioning sophomores. Instead, they recommended that the class "submit to the requirement of the Faculty, at least until the next annual meeting of the Regents, when the matter can if necessary be more fully heard." Moreover, they indicated that the petitioning class might at that time be heard without prejudice and that it would be given a full hearing and "a more delicate consideration." With a view to getting at the real source of the trouble, the regents at the same time required faculty members to keep their discussions and proceedings confidential.⁵

Although President Thompson was liberal in matters of discipline, he sustained the faculty with respect to the spelling requirements, but soon thereafter he resigned the presidency, effective March 12, 1881. In this course he was admittedly influenced by the ominous character of the regents' stand in the spelling discipline case. Under the circumstances, the board accepted his resignation, but not without formal expressions of appreciation of his success as an administrator. As further evidence of this, the graduating class of 1881 invited him to preach the baccalaureate sermon, and the invitation was approved by a majority of the regents and by the faculty.

Though not an educator, President Thompson contributed to the advancement of the University and might have developed into an educator under more favorable conditions. Critics admitted his success in and the need for increasing the enrollment. His comparative liberality in matters of discipline was commended generally and was doubtless a factor in prolonging his tenure. It was also a factor in alienating *The Wheeling Daily Intelligencer*, a bulwark of strength to President Martin. Unfortunate in his newspaper support, in November, 1878, President Thompson began publication of *The West Virginia Journal of Education*, but it failed to meet the approval of the regents who informed him that the presidency of the University required the entire time and energy

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of one man. The publication was therefore discontinued with the December 10, 1879 issue.

The choice of the later distinguished Dr. I. C. White to be a member of the faculty as professor of astronomy and natural science, was to the credit of President Thompson. He cooperated also with the board in continuing the special lectures in law and in medicine, offered since 1868, and he sponsored a number of other special lecturers. Moreover, he did not object to making St. Geo. Tucker Brooke a member of the faculty and thus to strengthen the "liberal faction." Something of his effectiveness was indicated in the inability of the regents at once to name his successor. The favorites were Daniel B. Purinton, who, with a possible view to his succession to the presidency, had been made vice president in March, 1881 to succeed his father-in-law, F. S. Lyon; and Wm. L. Wilson, a struggling lawyer of the Eastern panhandle, whom regent Lucas was suspected of wishing to isolate in Morgantown to prevent him from becoming a candidate for Congress in the Second District and thus thwarting his own ambitions. Purinton and Wilson each received six votes in the balloting, but it required seven to elect.

Professor Purinton administered the University during the remainder of 1880-1881 in the capacity of acting president. At the end of the year the board was still deadlocked and he functioned as the chief administrative officer and as professor of mathematics during 1881-82. At the end of that year "the Virginians" being in complete control, Wm. L. Wilson was, by a unanimous vote, made the third regular president of the University. His salary was \$2,500. At the same time the chairs of law and medicine were enlarged to "full school year size" and an "experimental change" from the old "fixed and inflexible curriculum, or single course, to the University of Virginia, or multiple, system of independent schools" was ordered.

Other changes heralded the new order. Dr. H. W. Brock having died in the summer of 1882, Joseph Moreland, a prominent Democrat of the local bar, succeeded him as chairman of the executive committee and Professor R. C. Berkeley as secretary to the regents; Wm. C. McGrew, a local banker, succeeded J. McM. Lee, commandant of cadets and superintendent of grounds and buildings, as secretary to the executive committee; Dr. B. W. Allen of Wheeling, a regent since 1877, who sided with the Virginians, succeeded Dr. Brock as head of "the medical department"; and Wm. P. Willey of the *Wheeling Register* was appointed to the regency in succession to Dr. Allen. More significant still, the janitor was ordered to purchase a half dozen spittoons for the uses of the regents while in Morgantown.

As Wilson had been considered for the presidency for almost two years prior to his election and as he was in the confidence of the Virginia faction, the curricular changes were doubtless to his liking, if indeed he

had not requested them. As later indicated by him, he saw in the "sovereign colleges" and in the large degree of freedom allowed students in selecting them a great educational opportunity. Moreover, he saw in them a possible escape for the "Southern Democrats of the faculty" from "the horrible experiences they endured" during the presidency of his predecessor, whom he regarded as a "scheming politician, who had left more legacies of mischief to the School than could be gotten rid of for years."⁶

Although President Wilson had visited Morgantown on June 9, two days after his election, and had conferred with the regents and the faculty at that time, he did not appear on the campus until September 6. Because of his inability to find living quarters in Morgantown, his family was left at Charles Town and never resided on or near the campus.

Though trained as a lawyer, President Wilson had teaching experience in Columbian University, Washington, D. C., from which he held a LL. B. degree awarded in 1867 while he was a professor of ancient languages in that institution. He had also been active in educational affairs as county superintendent of Jefferson County, West Virginia, and as a member of the West Virginia State Teachers Association. He was a Baptist and an ex-Confederate, who, as a private in the raiders commanded by Brigadier General Wm. E. Jones, had seen the site of West Virginia University four years before it was established. He was a native West Virginian, thirty-nine years of age. In 1868 he had married Nannie Huntington, daughter of a fellow professor in Columbian University. In 1882 he was described as the "scholarly, brilliant and versatile William L. Wilson of Charles Town, Jefferson County."

To the amazement of his sponsors on the campus and to the surprise of others, President Wilson accepted the unsolicited nomination of the Democratic Party to represent the Second West Virginia District in Congress, which came to him on September 20, 1882, fourteen days after he entered upon his duties as president of the University. He was elected by a plurality of ten votes and re-elected to and including 1892, sometimes by small pluralities. Despite his insecure tenure, due largely to the expansion of industry, as spokesman of the "Bourbon Agrarians," Wilson was fearless, capable, and effective.

In compliance with an order of the regents the faculty proceeded at once to reorganize and expand the several departments into eight "academic schools": 1. Metaphysics; 2. Mathematics; 3. Ancient languages; 4. Modern languages; 5. English; 6. History; 7. Geology and natural history; and, 8. Agriculture, chemistry, and physics; and into two "professional schools": 1. Law and equity; and, 2. Anatomy, physiology, and hygiene. For the first time mathematics, history, geology and natural history, and agriculture, chemistry and physics were raised to school status.

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The last named school was created by merging "the School of Chemistry," established in 1881 at the request of Professor Woodville Latham, who had succeeded Professor Fontaine in 1878, with agriculture and physics. The preparatory and the military departments were retained, but the "optional course" and the classes in normal instruction and in telegraphy were discontinued.

As in the University of Virginia, academic standards under the new organization were maintained by rigid final examinations, and, in keeping with the prevailing tenets of liberty, students were left largely to their own initiative and resources. The new system was however thought to be peculiarly suited to the needs of West Virginia. Among other things, it was claimed that it enabled the University to meet young men "at that stage of preparation which they were able to attain in their respective counties." Moreover, it permitted specialization on the part of the faculty and thus contributed to teaching efficiency. In any event, President Wilson was determined that the "finished product" would be as thorough and efficient as that of any other institution offering the same courses. As later stated by him, he sought to build the University by giving it "a high and deserved reputation for thorough and exact scholarship." This attained, he thought the enrollment would take care of itself and that "drummer educators" would not be needed.

Reveling in their new found liberty, the students praised everything about it, except the one hour recitations and the afternoon and Saturday classes, until the first finals which, to their amazement, resulted in "a veritable slaughter of the innocent." At once embers, smouldering since the "Northern Methodists" had clandestinely repudiated the University following the removal of Dr. Martin from the presidency, were fanned into a consuming flame which threatened the institution with destruction. As explained by President Wilson, "some students, . . . becoming demoralized, left for other colleges, several others subsequently withdrew, and some efforts were made to produce a general exodus by filling the University with catalogues of other colleges." Among those who left at this time was William E. Anderson, who then resided near Morgantown and who later became a bishop in the Methodist Episcopal Church.

In keeping with a custom, a number of students withdrew to teach during the winter term, but this action was seized upon by the newspaper press as a cause for attacking the alleged pro-Southern leanings of the University administration. It was claimed that the University, with its staff of ex-Confederate colonels, had declined ever since the Rev. J. R. Thompson had been forced from the presidency; that nepotism and Bourbonism were practiced; and that state rights were taught there openly and defiantly. In support of these charges, Professor J. I. Harvey, the librarian, was reported to have informed a student that he should not

expect to find a life of Charles Sumner in the University library. The resulting resentment received so much publicity that President Wilson denied the charge and defended the librarian.⁷

A student exodus and newspaper attacks were poor advertising for the elective system, and the total enrollment declined from 177 for 1881-82, the highest to that date, to 96 in 1883-84. According to President Wilson, the situation was, however, greatly exaggerated, since withdrawals had been expected as a result of the change from the single to the elective or multiple curriculum. Moreover, he indicated that they were mostly from the preparatory department and from Monongalia and neighboring counties. On the other hand, the total number of college students and of counties represented had increased. Thus, he concluded, that the "most adverse circumstance" in the University's history had resulted in progress, in that the patronage had been widened.

In the midst of the student defections, Congressman Wilson was officially requested to make "suggestions and recommendations . . . to secure the . . . advancement of the University." Although his reply was made largely with a view to meeting the "adverse circumstance," it is informing from the standpoint of history. As he saw it, the University then had only two "pressing needs," namely: 1. An increase in the teaching staff, which was placed "first of all and beyond all," and 2. An expansion of the experimental offerings in law and medicine into full-fledged colleges.

To insure the "steady and continued growth" necessary for a great school, Wilson suggested the erection of state-owned residences for professors; the use of dormitory accommodations for non-resident students, so as to clear them from the hallways during intervals between classes; a dissecting room so located as to remove a health menace and an unsightly spot in the center of the University Building; replacement of the one-room chaotic library with a library building to cost about \$10,000; and private endowments such as were then being made to other educational institutions. As a great school was a creation of "living teachers, able, earnest, and enthusiastic," Wilson warned against mistaking massive buildings and ornamental grounds for a university. Or, as he later stated, against mistaking "the shadow for the substance."

Doubtless with President Thompson's achievement in mind, an effort was made to persuade Wilson to canvass the state in the interest of the University. This he refused to do on the ground that something was wrong "if the state, after spreading the feast, had to send out into the highways and compel guests to attend it." He consented however to prepare a series of articles on the "organization and facilities of the University" for publication in the *Wheeling Register*.

Though Wilson's articles were given largely to explanations of the elective system and to reviews of incidents resulting from its use, the

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last one dealt almost entirely with the charge of partisanship in the control and the administration of the University. This Wilson denied absolutely. To his own satisfaction and that of his friends, he proved his point by calling attention to the fact that the University had been administered during eleven of the twelve years which the Democrats controlled the state, by heads who were not in political accord with the regents.

It mattered not that the regents were admittedly all Democrats. Generally, they met only once a year and, during the interims, business affairs, including the filling of vacancies in the faculty and the allocation of funds, were entrusted to a local executive committee composed almost entirely of prominent Republicans. Through frequent meetings in the offices of the members, the president of the University and members of the faculty being heard only through written communications, this committee controlled "the Morgantown School" in a manner somewhat unique.

As the authority of the president was thus insignificant, being restricted largely to the chairmanship of the faculty, Wilson maintained that the alleged partisanship in his choice and tenure was largely in the minds and purposes of those critics, who, while enveloping themselves in "a cloud of evil foreboding," had persistently denied the benefits of the University to a large part of the state. Thus the matter resolved itself largely to sectarian and sectional rivalries and jealousies. As an escape from these deadening influences, Wilson advised the critics to move out of their "era of perspectry" and into an era of vigorous usefulness to the entire state.

The honorary LL. D. degree conferred on D. B. Lucas, friend and sponsor of President Wilson, did not improve the situation from the standpoint of the critics. It mattered not that President Wilson was in general opposed to conferring honorary degrees because of the resulting intrigues and annoyances, and that the regents had, in 1883, awarded two honorary D. D. degrees to persons who were not tainted by Southern prejudices. Critics continued to insist that the University was run by and for Virginians. The regents' position in the matter was forcefully set forth by Regent Lucas in an address on "Scurrilous Publications," a copy of which was sent to the *Wheeling Register*.

Because of scruples somewhat peculiar to himself, President Wilson refused to accept a salary for the time he spent in campaigning for his election to Congress and for the time after he began to draw a salary from the federal government. Being of educator caliber, he was not interested primarily in the compensation but in programs. As a result of experience he was thus convinced that "the School System" would not succeed and was willing to return to "some sort of a curriculum", provided it could be made progressively elective. In this decision he was influenced largely by local conditions.

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Out here and in all this section of the State there is so much ignorant prejudice against anything Virginian and Southern and this feeling has been so constantly and maliciously fostered, that the mere cry that the new System is a Virginia Scheme or System, invests it in a cloud of prejudice, enmity and misconception, which is not compensated by any supposed advantages of the School System.^s

Eighteen years after Wilson's departure, he was described by Dr. I. C. White, an eminent alumnus familiar with University affairs from the beginning, as "the only successful president the University has ever had." As stated by Dr. White, the qualities contributing to Wilson's success were mastery of clear and correct English, eloquence in speech, and a genial sympathetic heart overflowing with the milk of human kindness. Moreover, he was cultured, unselfish, and able to attract to himself students and professors alike with bands of steel. Broadly liberal in controversial matters, never seeking vengeance, and always a gentleman, he had only to express a wish to make it a command.

On the other hand, Dr. S. S. Adams, an eminent physician and a well-informed alumnus, regarded President Wilson as a failure. As he understood him, as president of the University, he was "ruled by two or three ambitious members of the faculty"; he was primarily interested in politics; and his alleged laxness in supervision and in discipline contributed to student and faculty delinquencies. In support of these statements attention was called to the fact that student discipline was an ever increasing problem and that intemperance in the use of intoxicants by members of the faculty was, for the first time, a serious problem. Moreover, it was alleged that the declining attendance incident to the change from the single to the multiple curriculum had revived agitation of coeducation and the faculty and the regent intrigues and demagoguery incident thereto.

For alleged responsibility for the newspaper publication of this indictment of former President Wilson, Major J. McM. Lee was in 1884 summarily dismissed from the faculty. In keeping with current practices in such incidents, he later became a member of the regency.

Wilson having declined to retain the University presidency until December 1, 1883, on June 11, 1883, the regents ignored his advice by abolishing both the presidency and the vice-presidency and by vesting their functions in a chairman of the faculty. President Wilson feared that such action would "call out much vindictive abuse" and would "probably diminish the attendance for the next year," but he did "not see that the regents could have done otherwise." They were thus able to prevent the election of W. P. Willey, a regent and the editor of the *Wheeling Register*, who received six votes on the final ballot for president.

Professor Willey was suspected by President Wilson of being in league with those then engaged in abusing Southern Democrats. Furthermore, he regarded him as "not fitted by scholarship or reading" for

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the chair of History and Moral and Mental Philosophy to which he was elected in 1883 for "reasons of policy." He was however at once made secretary to both the faculty and to the regents to succeed Professor Berkeley, and two years later to the executive committee in succession to Professor Harvey. His ten year tenure of each of these positions was perhaps due primarily to the fact that he was compensated.

At the time of his election the chairman of the faculty, Professor R. C. Berkeley, was described as "a Bourbon of the Bourbons." He was born in Hanover County, Virginia, in 1837, a descendant of Robert Carter of "Corotoman." He was educated in private schools and in the University of Virginia and had seen active service in Pickett's Division of Longstreet's Corps. In 1863 he married Fanny C. Minor of Amherst County, Virginia, and to 1867 was principal of a small private academy in that county. From 1867 to 1873, when he became a member of the faculty of West Virginia University, he was principal of Washington College, Chestertown, Maryland. At the time of his election to the chairmanship of the faculty, he had been its secretary since September 1, 1875, and secretary to the regents since 1882, when he succeeded Dr. H. W. Brock, deceased.

As chairman of the faculty for two years, Professor Berkeley bore the brunt of the criticism of pro-Virginia members charged with drunkenness and neglect of duty. Moreover, the faculty was rent as never before as a result of a revival of the pre-Wilson controversies. The period was featured also by indirections and intrigues on the part of members of the faculty and by efforts of the chairman to maintain faculty control and to keep "coeds" out of the University. His efforts were unavailing however, for the 1885 legislature and the regents rejected a proposal to abolish the University presidency, and coeducation was in the offing. With the resignations of Professors Latham and Lyon, leaders of the rival factions, the way was paved for the restoration of the University presidency.

Despite the antagonisms and indirections which featured the chairmanship interim, it was progressive, thanks largely to the lingering Wilson influences, to new objectives, and to new leadership in the regency. This was notably true of efforts to make the University a state rather than a local and a sectarian institution. In June, 1883, John A. Robinson, Esq., a regent since 1877 and an employee of the Baltimore and Ohio Railroad residing at Patterson Creek, Hampshire County, was made president of the regents in place of Colonel D. D. Johnson, a prominent Baptist layman. Four years later the executive committee was reorganized by reducing the membership to three and substituting regents for Morgantown residents. At the same time Regent Robinson was made chairman of the executive committee in succession to Joseph Moreland, who had served in that capacity since 1883.

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Though these changes involved a shift from sectarian and local to "interest" control, it was beneficial. On March 20, 1884, the regents granted a right-of-way through University property to a subsidiary of the Baltimore and Ohio Railroad. Two years later regular trains were running between Fairmont, West Virginia, and Connellsville, Pennsylvania, and connecting with two main lines of the Baltimore and Ohio. Thus the University became accessible to an ever widening area and was in a position to become a state institution in fact as well as in name.

Regardless of these developments, "iron-headed industrialists" and Methodists, Baptists, and Presbyterians of pro-Northern leanings continued to insist that the University was controlled for and by the Virginians. The regents persisted, however, in their determination to make it a state institution and to increase the enrollment. For that purpose, in June, 1884, they abolished all tuition charges, except in the law and the medical "schools" and for non-residents, and, during the ensuing four years, advertised free tuition to one student, over fifteen years of age, for every five hundred population in each county. In addition thereto five cadets between sixteen and twenty-one from each senatorial district were entitled to free tuition, textbooks, and stationery. The tuition-free admission of others than cadets was adhered to until 1889, when "female students" were first regularly admitted to the collegiate department. Meanwhile much advertising was done through the newspapers, especially those owned by Democrats, and a list of all public school teachers in the state was authorized for advertising purposes.

2. THE FIRST TURNER PRESIDENCY

1885-1893

Both the legislature and the regents having refused to abolish the University presidency and the regents having cleared the stage for giving it another trial, on June 11, 1885, they elected Eli Marsh Turner of Clarksburg, Harrison County, president and professor of rhetoric, and restored D. B. Purinton, Professor of Metaphysics, to the vice-presidency. A graduate of Princeton, '68, where he taught Greek from 1869 to 1872 and was assistant librarian during 1872-73, Turner returned to Clarksburg in 1873 and was active in the practice of law and in politics. He was elected to the state senate in 1876, and in 1884 he moved from the city to his nearby farm. With tastes essentially intellectual, President Turner was eager to resume educational work and was generally considered well suited to the University presidency. A widely circulated report that he was Paris greening potatoes when word came to him of his election did not detract from his popularity. West Virginia was then 85 per cent rural.

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Significant of the changing order, many persons were pleased with the fact that the new president was a Southerner, liberal enough to get his education in the North. Such persons predicted that he would be an even better president than Wm. L. Wilson had been. In faculty circles the restored presidency was thought to have been strengthened by the election of Dr. Alex. R. Whitehill to head the school of agriculture, chemistry, and physics in succession to Professor Woodville Latham, who as a result of a long trial involving Governor Jackson and other prominent persons, had been advised "to avoid the very appearance of offense in the future" in the use of intoxicants. The faculty was strengthened also through the election of P. B. Reynolds, President of Buckner College, Arkansas, and former president of Shelton College, West Virginia, to head the school of English in succession to Professor F. S. Lyon, former leader of the pro-Northern faction.



THE UNIVERSITY FACULTY, 1885

Left to right, seated: St. Geo. T. Brooke, D. B. Purinton, E. Marsh Turner (President), B. W. Allen, A. W. Lorentz, and J. S. Stewart; standing: J. I. Harvey, R. C. Berkeley, Lieut. Jas. L. Wilson, P. B. Reynolds, A. R. Whitehill, I. C. White, and Wm. P. Willey.

As expected, the abolition of all tuition fees and the new leadership affected the enrollment which, beginning with 1885-86, increased annually. With a total of 208 it first passed the 200 mark in 1889-90. A

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gratifying feature of this increase was that much of it came from the southern part of the state. Under such conditions, the Hatch Act (1887) and the Second Morrill Act (1890) were boons. Beginning in 1888 the annual income from the former was \$15,000 and, beginning in 1890, that from the latter was the same, but it increased annually at the rate of \$1,000 until the total reached \$25,000.

It mattered not that the Morrill Fund was available only for instruction and aids thereto and on condition that the state provide higher education for Negroes. After they had been cared for, there was a considerable sum left for the University, provided the state erected the necessary buildings and purchased the necessary equipment. As the legislature was disposed to provide the needed funds, the University found itself perplexed by its first and only embarrassment of riches, and persons of doubtful qualifications tended to relieve the situation by getting on the payroll. In due course the regents found effective ways to use their augmented funds, and the results made for larger viewpoints generally.



Courtesy Prof. Fred A. Molby.

THE UNIVERSITY ABOUT 1891

The University about 1891 showing University Hall, the central part of present Woodburn Hall; Preparatory Hall, present Martin Hall; the Agricultural Experiment Station and the Armory; Commencement, present Reynolds, Hall in process of construction; the Cinder Circle used for cadet drills; Fife Cottage; and a brickyard in present Westover.

Under these conditions the first concern of the regents was to provide an adequate plant. For that purpose they purchased in 1887 three ad-

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joining tracts comprising about ten acres and the sites of the present drill ground, the Armory, the Health Center, and Reynolds Hall. Then came buildings. By enlarging the Armory, built in 1873 at the intersection of present University and College avenues, quarters were provided in 1889 for the Agricultural Experiment Station; Commencement (Reynolds) Hall was completed in 1893, and the basement was used for a gymnasium and an armory; Science Hall was completed in 1893; and Mechanical Hall, located on the present site of the Central Heating Plant, in 1894. As a part of the same program "Preparatory Hall," prior to 1876 "University Hall," and the "University Building," later "Woodburn Hall," were equipped with steam-heating systems, thus removing antiquated hot air systems. In 1894 the total cost of all University buildings did not, however, exceed \$250,000.

Available funds and buildings in the construction and planning stages made possible an expansion of University offerings and activities. The law curriculum was accordingly expanded; the "academic schools" became the Collegiate department; and efforts were renewed to develop the school of anatomy, physiology, and hygiene and the "Law School" into professional schools. Although the regime of the "sovereign faculties" was supposedly ended, the several schools exercised a large degree of autonomy. There were no colleges and no deans.

Although courses in engineering had been offered regularly since 1869, the Hatch Act of 1887 made possible additional work in that subject. The department of civil and mining engineering was established at once, and the following year Colonel T. Moore Jackson of Clarksburg was elected to the chair thus created. As a result of the Second Morrill Act the department of mechanical engineering and mechanic arts headed by F. L. Emory, a graduate of Worcester Polytechnic Institute, was established in 1891, and the following year the two departments were reorganized as "technical and professional schools" which functioned independently of each other.

The personnel of these departments and schools was somewhat transient. In 1891 Colonel Jackson resigned and was succeeded by H. B. Davenport who failed of re-election in 1893 and was succeeded in the chair of civil and mining engineering by J. L. Johnston (acting) who had taught applied mathematics and drawing since 1891 and was elected to the chair of civil and mining engineering in 1894. Professor Emory resigned in 1893 and was succeeded by Wm. S. Aldrich (acting) who succeeded to the chair of mechanical engineering and mechanic arts in 1894. Beginning in 1895, C. Ross Jones was an assistant in mechanical engineering and R. L. Morris in civil and mining engineering.

In 1891 T. C. Atkeson, president of the newly created state board of agriculture and a Granger of long standing, who that year had drafted a plan for the establishment of a college of agriculture separate and

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distinct from the University, appeared before the regents to explain the necessity for providing education in agriculture, if the appropriations under the Second Morrill Act were to be available. He proved so convincing that the regents detached agriculture from chemistry and physics, established a "chair of agriculture," and chose Atkeson himself to occupy it. Thus he became the first professor of agriculture in the University. As such he developed a three-year curriculum leading to the B. S. Agr. degree, but it was discontinued after two years. A one-year short course developed by him later became the "certificate course", but it was discontinued in 1910. Because of difficulties with President Turner and Dr. J. A. Myers, Director of the Agricultural Experiment Station, Professor Atkeson failed of re-election in 1893 and his chair was abolished as an economy measure. The work formerly assigned to it was then transferred to F. Wm. Rane, Horticulturist of the Agricultural Experiment Station.

Among other things, it was necessary to determine whether or not efforts to develop the school of anatomy, physiology, and hygiene into a professional school would be continued. Professor Allen having vacated that chair in 1886, it was occupied by Professor L. S. Brock during 1886-87, at the end of which it was assigned to J. W. Hartigan, M. D., but as professor of anatomy, physiology, hygiene, and natural history. This arrangement was designed to relieve Professor I. C. White of a part of his teaching load so that he might have more time for commercial geology.

Forced into the forefront by President Wilson's recommendation of 1883 to the effect that "a full-fledged" medical college was one of the two "pressing needs" of the University, the matter had meanwhile received considerable attention, in the course of which Chairman Berkeley advised the regents to take definite action looking either to the abolition of the "School of Medicine," or to making it what its name implied. It was his personal opinion that such a school should not be established at the University, because of the lack of funds and clinical facilities, and that it should be located instead in Wheeling, if established at all. President Turner was of the same opinion, and in 1886 he and Colonel D. D. Johnson, President of the Regents, indicated that Wheeling might have the proposed University College of Medicine. In "the consenting opinion of the medical profession" the proposal was considered impractical however, and, in the absence of state funds or the hope of getting them in the near future, the medical profession went on record as opposed to the establishment of a state supported medical school anywhere in West Virginia at that time.⁹

The school of anatomy, physiology, and hygiene having thus failed to develop into the desired professional school, the University faculty recommended that it be reorganized as the school of biology, that the

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new school be a part of the regular academic work of the University, and that it be in no way professional. The president and the regents approved this recommendation, and the new chair was established with J. W. Hartigan, a recent graduate of Bellevue Medical College, as the occupant. Because of the abolition of "the Medical School" and of the wardship relation of "the young Professor of Biology" to John A. Robinson, Chairman of the Regents, the former was subjected to "malicious slanders of persons and the press." But, secure in his tenure, he developed "the School of Biology" in conformity with the changed policy.

By 1895 the school of biology was thus ripe for departmental status in the newly organized Arts and Sciences College. To make the affiliation more acceptable the dissecting room was moved from an exposed and frequented portion of University Building (Woodburn Hall) to the "Hick House" located on the brink of Falling Run under present Mountaineer Stadium. Despite the strictly academic character of the work in the department of biology, some of it, notably the anatomy, was developed to a high degree of practical efficiency and was accepted for credit in approved medical schools. Thus the work offered by the department continued to be referred to as "the medical courses."

Of all the additions made at this time, the Agricultural Experiment Station was the most important. From funds derived from the Hatch Act, it was authorized in 1888 and became active in 1889 under the semi-autonomous direction of Dr. J. A. Myers, a native West Virginian who had trained in Germany and been state chemist of Mississippi. Under Director Myers, the Experiment Station became a center of productive research. Among the contributors, together with their respective fields, were Dr. C. F. Millspaugh, botany; A. D. Hopkins, entomology; F. Wm. Rane, horticulture; Alex. R. Whitehill, chemistry; William Doan, ornithology; H. B. Hite, chemistry; and A. C. Magruder, dairying. The results of their researches were published in a series of university bulletins, some of which were notable contributions to knowledge. The West Virginia Academy of Science, organized on February 23, 1895, with A. D. Hopkins as president, was an outgrowth of their interests and activities.

Interest in geology was due to the Industrial Revolution and the pioneering activities of Professor I. C. White. Influenced largely by Professor J. J. Stevenson of the University of the City of New York, a co-worker on the Second Geological Survey of the State of Pennsylvania, Professor White became interested in geology and, beginning in 1877, offered instruction in it in the University. As appendixes to the catalogues for 1882-83 — 1884-85, inclusive, he published his "Notes on the Geology of West Virginia," thus paving the way for wider interest in that subject.

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Professor White was drawn into the field of commercial geology and was much criticized for his "long and frequent absences from classes." To relieve him from this and at the same time retain his services, he was in 1890 given an assistant in the person of S. B. Brown, former principal of the Glenville State Normal School. This arrangement was continued to 1893, when Professor White resigned from the faculty to give his whole time to commercial geology. He had meanwhile distinguished himself in various ways but in none quite so effectively as in demonstrations proving the accuracy of the anticlinal theory regarding oil and gas bearing strata.¹⁰

In a statesman-like move President Turner tried to improve the substructure of the University and of higher education in general. With that in view he urged the counties, the towns, and the cities to establish high schools and academies and the state normals to emphasize their academic courses with a view to preparation for college. Primarily with a view to meeting entrance requirements of the budding professional schools of the University, he enlarged the teaching staff of the preparatory school instead of abolishing it as desired by "the Virginians." With a view to establishing closer relations between the University and the other schools of the state and to launching a high school movement, in 1888 he proposed establishment of a state normal institute at the University to function in the summer vacation period. In 1890 he proposed the establishment of a "Chair of Pedagogics." Thus, he pioneered the state high school movement.

In the light of President Turner's objectives and of his background the University Library was a disgrace, and it was officially so described by him in 1889. Since 1878 Professor Harvey had been the part-time librarian; the single room in which the books, periodicals, and "relics" were housed was "chaotic" and available to readers only a few hours each work day; and in desperation departmental heads had developed libraries of their own. To remedy this situation the library was moved from the University Building to the old chapel room in "Prep Hall"; an order was issued requiring all the departmental libraries to be assembled there; library funds were not, as in the past, diverted to current expenses; greater attention was given to the collection and the preservation of government documents; and a temporary librarian, Margaret E. "Maggie" Morrow, was placed in charge. In 1890 she was succeeded by a regular but untrained librarian, Clara Hough, who retained the position to 1898.

A number of other things received President Turner's attention. With women on the verge of admission to the college departments, tuition fees were restored for all matriculates, except cadets; beginning in 1890 college and preparatory credit was first given for the successful completion of courses in military science and tactics; "The West Virginia

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Society of University Extension," organized in 1891 for the purpose of giving faculty lectures in centers removed from the campus, had the president's approval; in the absence of a gymnasium, physically fit men were required to drill with the cadets; repeated efforts were made to provide better residence quarters for both the faculty and the students; the awarding of honorary degrees, resumed in 1885 when Governor J. B. Jackson was thus recognized, was continued with a total of 27 in the ensuing eight years. In June, 1889 the faculty, by a vote of ten to one, rejected a recommendation of the President that the Ph. D. degree be offered in course. This action was based on the alleged grounds that the faculty was overworked and that the cost of operating the University would thus be doubled, perhaps trebled. The inadequate library was not mentioned.

From the beginning the President's chief concern was however to get faculty and regent approval of a modified single curriculum. The alleged looseness and naiveness of the Virginia System was exasperating to him and sometimes disturbed his temper. This was particularly true of the wholesale excuses of absences and other delinquencies, as practiced by Professor Reynolds and other "Confederate Colonels." The resentments thus provoked on the part of one admittedly friendly to the "Prep School," to coeducation, and to the single curriculum, were described as tactless and even imperious.¹¹

As in the past, the differences became uncompromising and in a few cases were responsible for refusals to obey orders, even those authorized by the regents and the executive committee. For instance, Professor T. C. Atkeson, occupant of the newly established chair of agriculture, refused to teach either bookkeeping or English grammar when requested to do so as a means of providing him with a full load. Professor Atkeson's chief objection to conforming with the request was that it came from the executive committee and not from the regents. He was also convinced that the faculty and the president were hostile to the teaching of agriculture in the University. Temporarily, President Turner taught the course in English grammar.

As an escape from the resulting dilemmas and intrigues, President Turner requested the regents to define specifically his powers and duties, but satisfactory compliance with this request was prevented by faculty interferences and the inertia of the board. *The Wheeling Daily Intelligencer* was meanwhile giving much space to attacks upon the University, which the student newssheet described as "absolutely groundless." The situation reached a climax when President Turner, relying upon his own legislative experiences and perhaps a \$200 contribution to aid A. B. Fleming in his successful contest for the governorship, sponsored House Bill No. 204 designed to change the personnel of the regents by decreasing the number and thus necessitating new appointments.

Armed with exaggerated reports of student demonstrations and with faculty inspired student petitions, protesting parties, who also had contributed to the Fleming contest fund, gained the confidence of the newly elected governor and the legislature. As a consequence, the newly appointed regents were generally opposed to President Turner, and others began to doubt his fitness. Thus, while requesting the faculty and the students to recognize and respect "the President" as "the presiding officer of the Faculty," the regents appointed a committee "to consider the state of the University."

Ignoring the fact that his friend had ceased to be governor, and that the personnel of the regency had changed, President Turner precipitated a showdown, when, in June, 1893, he preferred charges of incompetence against several members of the faculty. At the same time he asked that the status of Professor T. C. Atkeson be determined. With a view to resolving these charges and the request, the regents asked the accused members to defend themselves. The responses were so immediate and so plausible that President Turner was asked to prove his charges. As the necessary witnesses were not available, the matter was made a special order for a meeting in July, following.

In July the President again failed to prove his case to the satisfaction of the regents, who, as a means of restoring harmony and reorganizing the University, on motion of J. H. Stewart, a newly appointed regent, requested "the immediate resignation of each Professor, tutor, and the President" and directed a janitor who had been openly defiant and at times impudent to the President and to members of the faculty, to serve a copy of the order on each and every person concerned. Thus "Doctor" Danser was in a position, coveted by him, where he could fire the President and the faculty. Tradition has it that he executed the order with a great deal of satisfaction to himself.¹²

As generally admitted at the time, President Turner's failure was due to his inability to establish an effective administration. From the beginning to the end of his efforts the several "schools" were more or less autonomous, and activities of the regents and the faculty were featured by indirections and by intrigues. In 1892 the President was given a voice in the employment and the supervision of janitors, but, being regent employees, they could not be discharged by him. In the last analysis the failure was that of the state at large, which, as yet, was not interested in higher education and certainly not capable of administering it. Like Sampson of old, it was however able to fell the temple on its own head through its freedom to do so in the exercise of *laissez faire* prerogatives.

The regents being unable to agree upon a successor to President Turner, the duties of the president were entrusted to the Vice President, Dr. P. B. Reynolds, Professor of English in the University from 1885 to 1890 and Metaphysics from 1890 to 1893 in succession to D. B. Purinton,

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resigned. Dr. Reynolds was born in Patrick County, Virginia, January 9, 1841. As a young man he became imbued with a determination to study law, to move to Kentucky, and to represent in Congress the district formerly represented by Henry Clay. He moved to Kentucky and was well along with a law course when he enlisted in the Confederate Army. Later he joined the Fifteenth Virginia and saw service with Stonewall Jackson. He was captured in September, 1864, and spent the remaining months of the war as a prisoner in Camp Lookout, Maryland. While in the armed service he professed conversion. When the war ended, he entered Richmond College to study for the Baptist ministry. He was there until 1872 when he became principal of Coalsmouth (St. Albans, W. Va.) High School which on July 11, 1878, became Shelton College with Elder Reynolds as the president. He resigned in 1884 to become president of Buckner College, Arkansas, where he was employed when elected to the chair of English in West Virginia University. A vigorous mind and a sense of humor and justice tempered by sentiments of piety and fraternity saved him from the pitfalls of his liberty loving associates.

3. THE 1893-1895 INTERIM

Generally, Acting President Reynolds adhered to the policies of President Turner. In other words, he was president and not merely "the presiding officer of the faculty." Professor H. N. Ogden failing of re-election to the chair of English, Acting President Reynolds was made professor of metaphysics and English, and his son, W. F. Reynolds, was elected to assist in these subjects. Professor J. S. Stewart having failed of restoration to the chair of mathematics, it was entrusted to Professor R. A. Armstrong, who, with the restoration of Professor Stewart the following year and with the resignation of W. F. Reynolds to become president of Broadus Classical and Scientific Institute at Clarksburg, was given the chair of English. Professor R. C. Berkeley, having failed of re-election to the chair of ancient languages in 1893, B. C. Alderson, an alumnus, '89 who had done graduate work in the University of Chicago, was elected to it.

Though the positions involved were comparatively insignificant at the time, the change made in the preparatory school and the added "special course in Pedagogics" were forward looking. For the principalship of the former a practical school man, T. C. Miller, Superintendent of the Fairmont Public Schools, was chosen to succeed "Professor" A. W. Lorentz who had served in that capacity since 1877 and adhered rather rigidly to old time academy standards and objectives. Even more significant, the new principal, at the special request of Acting President Reynolds, was made a member of the Arts and Sciences College faculty with the rank of professor and asked to give "a Course in the Science and Art of Teaching," as an experiment.

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This offering, a forerunner of the new education, was to meet the growing demand for professionally trained teachers, which received its chief impetus from Peabody Normal College in Nashville, Tennessee. Although the work offered by Professor Miller was discriminated against in many ways, more than a score of young men enrolled in the first "Practical Course for Teachers" offered in the University. Primarily with a view to accommodating teachers, the course was first offered in the spring term of 1894 and was widely publicized.

This interim witnessed administrative changes that were continuous in their effects. For instance, in 1894 control of finances was vested in a business manager in the person of Joseph Moreland, who was designated "University Auditor." While permitting the acting president to exercise general supervision, this arrangement, as intended, relieved him of much drudgery of detail and permitted him to remain active in teaching, in which he was preeminently successful. Thereafter the executive committee practically ceased to function, there being no available record of its actions for the 1895-1897 period. With the beginning of the Raymond Regime in 1897, Moreland was succeeded as auditor by S. Grove Chadwick, brother-in-law of Geo. C. Sturgiss, president of the regents. With another shift in the personnel of the regency, in 1901 W. J. White was made auditor and retained the position until 1913 when he became the first financial secretary. Beginning in 1894 Professor Alex. R. Whitehill was treasurer to the board during the remainder of this period, except in 1902-03 when Professor T. E. Hodges was acting-treasurer, Professor Whitehill being on leave. He had succeeded Professor J. I. Harvey, treasurer since 1885 in succession to Professor A. W. Lorentz, who had served in that capacity since 1871. During most of this period the treasurer was required to give bond in the sum of \$40,000 annually.

In 1893 Professor S. B. Brown replaced Professor Willey as secretary to the regents and served until 1899 when he gave way to Professor A. J. Hare. Except during 1900-1901 when he was on leave and was relieved by Professor Waitman Barbe, Professor Hare served in that capacity to 1901 when he was succeeded by Professor J. S. Stewart, the secretary to 1909. Following a brief interim during which Director J. A. Myers was secretary to the faculty in succession to Professor Willey, Professor B. C. Alderson was elected to that position and held it to June, 1895, when he was succeeded by Professor R. A. Armstrong, who was both secretary to the faculty and registrar to September, 1897, when the registration of students was resumed by the president and his secretary and Professor J. S. Stewart became secretary to the faculty. In 1899 the registrar and secretary to the faculty positions were combined and assigned to Professor A. J. Hare, who, since 1897, had been secretary to the executive committee, which, in conformity with plans of regent Geo. C. Sturgiss, was revived at that time. Except during 1900-1901

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when Professor Hare was on leave for graduate study and Professor Barbe substituted for him, Professor Hare was registrar, and, as such, secretary to the faculty from 1899 to 1929 and secretary to the executive committee to 1901.

Inasmuch as Acting President Reynolds was averse to administrative work, particularly that having to do with student and faculty discipline, and inasmuch as his interests were largely in teaching and in the Christian ministry, the regents decided to find someone to take over his administrative duties. In response to the resulting rumors, Senator D. S. Walton of Waynesburg, Pennsylvania, appeared before the regents in person and uninvited at their June meeting, 1895, to present and recommend the Rev. Dr. James L. Goodknight as a suitable person for the University presidency. Thrice married, a matter of concern in a small college town, "the Doctor" was a graduate of Cumberland University and of Union Theological Seminary. Following his third marriage he had spent two years abroad in study and travel. With his long mustaches and slightly gray hair and with a long clerical coat and sometimes with a silk hat, he made a distinguished appearance. Moreover, he was a Republican and West Virginia was then shifting from the Democratic to the Republican column in both state and national politics.

Impelled by the trend to industry which made material plums preferable to political plums, Democrats were increasingly disposed to be liberal, and in 1895 the governor approved a Republican sponsored law designed to take higher education out of politics. In keeping with this policy, management and control of the University were vested in a bipartisan board (the first) of nine members. With a view to liberality and reform the new board elected "The Doctor" to the presidency of the University with little concern for his fitness for such a position. The board then proceeded to reform the situation and assure the success of the new president by the following resolution:

Whereas the Board of Regents recognize that the orderly and successful administration of the affairs of the University require that it shall have in fact, as well as in name, an executive head in whom shall be centered power with responsibility, Resolved, That it is the sense of the Board of Regents that the President of the University shall be the executive head of the institution, to be respected accordingly as the immediate representative of the Board, subject to the final action of the Executive Committee in all cases, except those of suspension of members of the faculty, which shall be referred and finally acted upon by the Board of Regents and any suspension under this rule shall at once be reported by the President of the University to the President of the Board with his reasons therefor.

4. THE GOODKNIGHT ADMINISTRATION, 1895-1897

Despite the internal friction, results of the Hatch Act (1887) and the Second Morrill Act (1890) made for larger viewpoints. It was thus possible to take the initial step toward converting "the College" into a university. With that in mind, President Goodknight reorganized "the

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eight Academic Schools, five Technical and Professional Schools, and four Special Courses" into four colleges, each with its own dean; into schools subdivided into departments; and into special schools. Thus the eight "Academic Schools" became the College of Arts and Sciences with Vice-President P. B. Reynolds as dean. The new college was composed of nine schools, viz: English, mathematics, ancient languages, modern languages, chemistry and physics, geology, metaphysics, political science, and biology, each with its own head. With W. S. Aldrich as dean of the College of Engineering and Mechanic Arts, it functioned through two separate schools and with the staff as constituted in 1894-95. With Dr. J. A. Myers, Director of the Agricultural Experiment Station, as dean, the "Agricultural Course," offered since 1893 under its direction, was expanded through the use of courses in other colleges into the College of Agriculture. With Judge Okey Johnson as dean, the School of Law and Equity became the Law College. Because of the autonomous status of the schools composing the College of Arts and Sciences and the Engineering colleges, and because of the weakness of the central administration, the deans practically ceased to function in a short time, but Professor J. I. Harvey was dean of the Arts and Science College following the resignation of Professor Reynolds in March, 1897.

Together with the president, the deans constituted a cabinet which formulated policies and orders for the consideration of the executive committee, but the cabinet practically ceased to function in the course of two years, thus further nullifying the power and influence of the deans and strengthening that of the faculty. In compliance with an order of the regents membership in the faculty was restricted to professors in charge of "schools," including the principal of the Preparatory School and the professor of ancient language (Hare) in that school.

Because of the growing demand for a college of law, the steps in establishing it, together with the staff personnel, were matters of more than passing concern. In 1894 Judge Okey Johnson of Charleston was elected to the chair of constitutional and statute law in place of St. Geo. Tucker Brooke who had not been in accord with the Turner Administration. The salary being inadequate, Judge Johnson declined to accept the proffered chair and Professor Brooke retained it. The salary having meanwhile been increased to \$2,000 as a means of effecting the desired reorganization, Judge Johnson accepted the deanship in 1895, and Professors Brooke and Wm. P. Willey were retained but with loads increased sufficiently to make a full two year course.

Professor Brooke had taught common and statute law since 1875 and incidentally endeared himself to the students because of his personal eccentricities and his annual lecture on the battle between the *Merri-mac* and the *Monitor*. Since 1883 Professor Willey, a son of ex-Senator W. T. Willey and a former journalist and lawyer, had taught equity

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jurisprudence and history. With a view to giving more time to his professorship he resigned his remaining secretaryship, that to the executive committee, which practically ceased to function during the two ensuing years. The enlarged staff and extended offerings made possible "the first regular Summer term" of the Law College. It began on June 23, 1896, and continued six weeks.

Changes in the schools of the Arts and Sciences College were of more than current interest. Among these was the election in 1895 of Dr. R. W. Douthat, President of Barboursville College, to the chair of ancient languages to succeed B. C. Alderson, who had been forced to retire on account of failing health. Indicative of the changing order, Dr. Douthat gave lectures throughout the country, North and South, on the Battle of Gettysburg. Moreover, there being no church of his communion, Methodist Episcopal, South, he became an active member of the Methodist Episcopal Church.

In 1896 the school of chemistry and physics was divided and T. E. Hodges, Principal of Marshall College, was made head of the latter. Thus the former school of agriculture, chemistry, and physics was reduced to chemistry alone, but Dr. Whitehill was retained as the head of it. At the same time, A. D. Hopkins, who, though self-trained, had distinguished himself as a researcher in this country and abroad, was made professor and head of the newly created department of entomology, which offered courses in both the College of Arts and Sciences and in the Agricultural College.¹³

In addition to the Preparatory School under the principalship of T. C. Miller and to the Summer Law School, four other schools, each with its own head, were established in the Goodknight Administration. Together with their respective heads, they were: Preparatory, Professor T. C. Miller; Commercial, Professor D. M. Willis; Military Instruction and Physical Training, J. W. Hartigan; and Military, Captain C. C. Hewitt of the U. S. Army. Because the academic work of all the schools, except the Preparatory, was in the colleges, the University faculty determined the curriculums, but the Preparatory School had its own faculty and was subjected to the University faculty only in matters involving suspensions and expulsions.

The practice of granting "non-resident graduate degrees" and honorary degrees early commanded the attention of President Goodknight. Since 1873 when the regents awarded the M. A. degree to M. H. Dent, an alumnus, '70, who had devoted the intervening time to "professional study," they had conferred M. A. degrees upon every graduate who had pursued professional studies for a like period. Inasmuch as the colleges in Ohio, through a concerted arrangement, had agreed not to grant the M. A. degree for less than one year of residence work, and inasmuch as the University of Virginia refused honorary degrees to anyone, the faculty,

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on January 30, 1896, recommended that the practice be abandoned by West Virginia University. At the same time it rejected a proposal of President Goodknight to announce non-resident courses leading to M. A. and Ph. D. degrees. Ignoring both the president and the faculty, the regents awarded three honorary degrees in 1896 and two in 1897.

As the student enrollment remained somewhat stationary following the admission of women in 1889, and as it was considered inexpedient again to abolish tuition charges in an effort to boost the attendance, the president was authorized, at the urgent request of a committee of alumni including A. G. Dayton and T. E. Hodges, to appoint a field agent for that purpose. For this important position Waitman Barbe, President of the Alumni Association, was chosen in 1895 at a salary of \$1,000 with an annual allowance of \$600 for travel.

Ignoring the advice of former President Wilson, Field Agent Barbe visited the remotest nooks and corners of the state and counties in states adjoining West Virginia, to tell young men and women why they should go to college. His spoken words were followed up by his little volume entitled *Going to College*. It was largely because of these appeals that the enrollment jumped from 283 for 1894-95 to 398 for 1895-96 and that the interested public began to predict "a new era for the University." Both within and beyond the state newly organized alumni associations took up this slogan.

The increased enrollment necessitated additional changes in the administrative setup. Among other things, a student "adviser" system was adopted and the president was provided with a secretary. Prior thereto he had conducted his own correspondence and recorded student grades after the fashion of the Mediaeval monks. The secretary was D. M. Willis, a member of the legislature, who received an initial salary of fifty dollars a month. For this he was required to serve the president and to teach bookkeeping, writing, penmanship, and arithmetic in the preparatory school.

Prior to 1895 presidents had been assisted in recording grades by the secretary to the faculty. In 1895 this work was assigned to a "Registrar to the Faculty" in the person of R. A. Armstrong, who functioned as such during 1895-97.



A TRANSPORTATION SCENE NEAR
THE UNIVERSITY ABOUT 1895.

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With the admission of women to the University, the gradually increasing enrollment turned attention to the student residence problem. The legislature continuing indifferent to repeated requests for aid, in 1892 Bishop Peterkin of the Protestant Episcopal Church offered to erect a church owned and administered "hall" to provide a home for young men studying for the ministry under his direction, and for other students of the University who chose to reside there. The proposal was encouraged by University officials, and "Episcopal Hall" was occupied in September, 1895, and formally opened on January 18, 1896, as a boys' dormitory. It was located at the northwest intersection of Willey and Spruce streets and was managed by a "warden" after the pattern of Oxford and Cambridge in England.

Temporarily, the use of this hall pointed to a solution of the student housing problem, both at West Virginia University and elsewhere. As a consequence, Professor R. T. Ely, the economist, recommended the general use of "church halls," and President Goodknight suggested that the interested denominations could solve the housing problem for West Virginia University by erecting two halls each.¹⁴ Except "Baptist Hall," improvised in 1902 from a residence belonging to Professor Reynolds and located on University Driveway near the present stadium, nothing came of this suggestion, and the students were again left largely to their own resources.

As a solution of the problem, a number of Greek letter fraternities were organized, but chief resort was to "boarding forts." Such places afforded greater freedom than did authorized boarding houses which had operated since 1867 under faculty prescribed regulations that forbade smoking and required the proprietors to keep "genteel and healthful" places. The Davis, the Nuzum, the Tibbs, the Gregg, the Pastorius, the Protzman, the Tuckwiller, and the St. Clair were the best known "forts." Each fort fed from twenty to fifty students organized and sponsored by a "captain" who purchased the food, employed the cook or cooks, and collected and paid the bills. In return for his labor the captain received free board and the privilege of passing his position on to a friend.

With only one restaurant and three small hotels in Morgantown, "forts" were a real boon and were so regarded. Except friendly baseball contests, there was no rivalry between them. The usual price of meals was two dollars and fifty cents per week. Lodging was provided by nearby residents, some of whom made a business of "rooming students". As much as anything else perhaps, the failure of the legislature to deal effectively with the student residence problem arrested the growth of the University in this period.

Timely and progressive in his administrative setup, President Goodknight was inept in dealing with students and his faculty. In keeping with the practices of evangelical orthodoxy which dominated the period,

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the faculty had tried since 1892 to enforce compulsory chapel attendance. Generally the Jefferson imbued devotees of liberty resented these efforts and asserted their right and in some cases their duty to absent themselves. Thus the matter had given trouble under President Turner and Acting President Reynolds, but student opposition to compulsory chapel attendance increased with their tendency to act concertedly. Under directions from the regents the faculty was unrelenting and on March 5, 1896, it approved an order under which any student who absented himself three times, without an acceptable excuse, was automatically suspended. At the same time, it refused to grant any student optional chapel attendance.

This brought the matter to an issue and in April, 1896, a number of students petitioned the regents to determine their constitutional rights in the matter. Without attempting to answer the legal point raised by the petitioners, the regents adopted a "standing order" regulating chapel attendance. Under this order classes began at 8:15 a. m. on each school day, and the students were required to assemble in Chapel Hall at 10:45 on all such days for a roll call and to hear announcements of common interest. When these were ended, any student who did not care to remain for "the simple, devotional exercises of reading, singing, and praying" which followed, might withdraw. But each and every unexcused absence from roll call counted five demerits which were deducted from the final standing of offenders.

For like reasons student dances gave concern. For a time they were forbidden under University auspices, but, following the completion of the Gymnasium in 1893, students insisted upon using it for dances. Beginning in 1893 they were permitted to have the military ball there, but there were increasing objections to it. And that too despite the fact that the Military Ball held in April, 1894, was described by the college newspaper as "The Grandest Affair of the Season." With the approval of the regents, the faculty preferred, as indicated by an order of February 29, 1896, that the "Gym" be used for the revival services sponsored by the University Y. M. C. A. Not to be outdone, the students that year held the Military Ball in Professor Hartigan's lecture room.

With the faculty and the students thus divided, the regents in October, 1896, left the matter of student dances entirely with the commandant of cadets, the superintendent of buildings and grounds, and the director of the gymnasium, who were authorized to permit dancing under proper restrictions and the supervision of a member of the faculty and at such times as may seem proper. Under these regulations student dances were held in the Gymnasium during 1896-97, and discipline on that score ceased temporarily to be a serious problem.

Opposition to compulsory chapel attendance had increased meanwhile. With fraternity and perhaps faculty backing and connivance the infractions were flagrant and frequent, and, the president being unwilling

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to exercise the authority given him at the time of his election, the faculty was required to give much time to disciplinary problems. The resulting attitude was perhaps adequately expressed in an item of the faculty minutes for September 21, 1896, which said, "The matter up for discussion was the ubiquitous, perennial chapel question with its attendant disturbances."

Student discipline was complicated furthermore by certain rulings of the newly constituted "Athletic Faculty". As yet, intercollegiate athletics at the University were young and neither the students nor the faculty knew their proper attitude toward them. With chief concern for academic standards, the regents had therefore approved a recommendation which limited all games to eight for each club and to college teams and forbade the university teams to leave the campus, except in the company of a member of the "Athletic Faculty" and a member of the University faculty.

These restrictions, together with the compulsory chapel requirements, were resented publicly and abusively by Wm. J. Bruner, a prominent athlete. In a sort of test case designed primarily to make President Good-knight, in whom the regents had vested full power and responsibility, ridiculous by airing his impotency, Bruner was asked to defend himself in a formal trial. Something of the general atmosphere was indicated by a motion by Professor Willey to the effect that the president, having been vested with power and responsibility, should be left free to exercise them wherever and whenever he can legally do so.

Although Willey's proposal was laid on the table, it was a veiled expression of justification on the part of those who believed in faculty rule. Accompanied by a general tendency to leniency (Bruner was reprimanded) and perhaps by connivance on the part of members of the faculty, the authority of the president was thus greatly weakened. It mattered not that he was in good faith trying to execute orders of the regents. Under the circumstances the chapel exercises tended to become a bedlam, but the president sometimes mistook the demonstrations for approval of himself and his administration. In the eyes of both the students and the faculty he thus became "an Ichabod" and his usefulness was ended. As a temporary measure the regents vested all matters of discipline in a committee composed of the president, the commandant of cadets, and the dean of the College of Agriculture. In resentment of this expression of lack of confidence, in March, 1897, Professor Reynolds resigned the vice-presidency.

When an all but new board took over in June, 1897, Geo. C. Sturgiss of Morgantown, a politician-industrialist and promoter with a penchant for doing things in a big way, was elected president and Professor S. B. Brown secretary. At the same time, the all but defunct executive committee was revived with Sturgiss as chairman and Professor A. J. Hare

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as secretary. As secretary to the executive committee from 1867 to 1879 and to the regents from 1867 to 1878, Sturgiss had definite ideas about university administration in general and about that of West Virginia University in particular. Among other things, he was sure that the much talked of "new era for the University" was at hand, provided the stage could be given the proper setting.

As the chief interest of some of the new regents was in the agricultural setup, they were disposed to let Regent Sturgiss have his way in other matters. Accordingly all of them, except J. F. Brown, who desired the re-election of E. Marsh Turner to the presidency of the University, joined in requesting the resignation of President Goodknight, effective August 9, 1897. Incidentally, the board was careful to indicate that its request was not "intended to reflect upon any member of the late board nor to justify insubordination on the part of students or members of the Faculty." At the same time Regent Sturgis was made chairman of a committee authorized to find a new president, and R. A. Armstrong of the faculty was made vice-president for one year, beginning June 15, 1897, to perform the duties of president during the expected interim. To expedite matters Regent Sturgiss presented in person a request for President Goodknight's resignation. Failing to produce the desired result in this way, the regents, in a special meeting on August 6, declared the presidency vacant and revoked and suspended the powers and duties of President Goodknight.

During the years immediately preceding 1897 the State Grange and the state board of agriculture had been increasingly critical of Doctor Myers, Dean of the College of Agriculture and Director of the Agricultural Experiment Station. As a consequence, the regents had become convinced that "the best interests of the University and the State would be promoted" by his retirement. Generally, Grangers regarded "The Doctor" as too impractical to serve the agricultural needs of the state and from time to time they had proposed the removal of both the Station and the College to some point or points in the state where they would better serve "dirt Farmers." Influenced by such representations and proposals Governor Atkinson had reconstituted the board of regents with a view to effecting changes in the administrative personnel of the University.

In this matter Governor Atkinson depended largely upon his friend and kinsman, T. C. Atkeson of Putnam County, a Democrat, who, in January, 1897, had become master of the State Grange. As such, he visited the Governor personally to urge that he appoint a farmer to the University Regency. In the ensuing conversation Granger Atkeson was offered and accepted the appointment, and he took advantage of the opportunity thus afforded to educate the other regents in the need for and the possibilities of a "practical" College of Agriculture at the University. Under the circumstances, the regents accepted the suggestions and pro-

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vided for making them effective by making Regent and Granger Atkeson dean of the College in succession to Dean Myers.

As expected, the first step toward the execution of Dean Atkeson's "practical program" was to be rid of the "impractical" Director Myers. Though Regent Atkeson had not voted on the question of his own election to the deanship of the College of Agriculture, he took the initiative in the removal of Director Myers, which was effected by a six to three vote. But the Director declined to act within the time required, and the regents ordered his removal and suspended his powers, duties, and responsibilities. At the same time, they made the "Hon. J. H. Stewart of Putnam County," a Granger, President of the University Alumni Association, and a brother-in-law of President Sturgiss of the regency, Director of the Agricultural Experiment Station which was required to offer courses in horticulture, agricultural chemistry, entomology, and botany for accreditments in the College of Agriculture and thus to curtail the Station's research program.

Incidentally, it is recalled that this was the same J. H. Stewart, who, as a regent, had in 1893 proposed the order authorizing the janitor to dismiss the president and the entire instructional staff of the University. At the time of his appointment to the directorship Stewart was described by Dean Atkeson as "An educated practical farmer, . . . a Patron, . . . a man who is capable, approachable and popular, and who is anxious to serve the farmers of this State."

As neither Dean Atkeson nor Director Stewart was specially trained for their positions, except in the school of experience, and as they were products of a changing political order, their fitness was questioned in certain quarters, particularly at the University. Through use of farmers' institutes, Dean Atkeson was however a pioneer in agricultural extension. Under the changed order proposals for moving the College of Agriculture and the Experiment Station to some more suitable part of the state all but ceased to be agitated except in 1905. Instead, they were generally commended by both the State Grange and the state board of agriculture.

On the other hand and despite the fact that the agriculture curriculums formulated by Dean Atkeson included three courses: one leading to the B. S. degree in agriculture, another leading to a bachelor of agriculture degree, and a third, or short course, to a certificate, they failed to attract students in considerable numbers, and the work of the Station, particularly its alleged proneness to practical politics and its comparative neglect of research, was criticized from time to time. When a new board of regents took over in 1909, it investigated the situation and reported that no attempt had been made "to give adequate support to agricultural instruction" at the University and that "the whole material equipment of the College of Agriculture was not worth over \$500." Moreover, "it was probably the poorest equipped of any similar institution in the country."

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There were then (1910) only thirteen degree students enrolled, and the College had graduated only 15 persons in its entire history. Although attention was not called to the fact, the Academy of Science, organized in 1895 by A. D. Hopkins and others, had ceased to function.

Though the failures of the agricultural setup were attributed primarily to lack of financial support and of interest on the part of the state's farmers, Dean Atkeson resigned in 1910 and was succeeded on September 1 of that year by E. Dwight Sanderson. The former dean was retained as professor of animal husbandry to 1913, but following 1910 most of his energies were directed toward furthering the interests of the State Grange and the National Grange. In the meetings of the latter, where he was sometimes referred to as "the Virginia Spectre," he was regarded as one of the most practical scholars in the South and one of its ablest thinkers. On January 1, 1912 Dean Sanderson became director of the Agricultural Experiment Station, and, following an interim of four years during which former Director Stewart was state agricultural agent, in 1917 he became the second state commissioner of agriculture of West Virginia.

As a part of the stage setting for the expected "new era for the University" the regents made campus improvements. Among other things, old and unsightly fruit trees were removed; a newly planted orchard was transferred to the newly acquired Experiment Station farm; an "old water closet" north of University Building was removed and the exposed cesspool was filled; and, with a view to preserving the natural beauty of the campus, the People's Telephone Company was denied permission to plant poles on it. The following year (1898) Professor T. E. Hodges, Director of Field Athletics, was authorized to organize, drill, and equip a volunteer fire company for emergency service; the campus was provided with a "night officer," armed and deputized as a policeman; and the president was at the same time authorized to employ a University gardener.

5. THE RAYMOND REGIME, 1897-1901

The new president, Jerome Hall Raymond, held a Ph. D. Degree from the University of Chicago. At the time of his election he was professor of sociology in and secretary of the extension department of the University of Wisconsin. He came highly recommended, the carte blanche commendation of President Harper of the University of Chicago being perhaps the determining factor in his election. Born at Clinton, Iowa, on March 10, 1869, he was twenty-eight years of age. He was a Republican and a Baptist, but far removed from sectarian prejudices and such personal politics as had featured the board action just prior to his election. Only two years removed from the life of a student, he was inexperienced in managing and directing educational forces, but he was in touch with

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many educational leaders, which unfortunately tended to foster his penchant for the faddish, the impractical, and the extravagant. Tutored by Frances E. Willard and Bishop James M. Thoburn, President Raymond was "an appalling Puritan in his habits." In 1895 he had married Nettie Josephine Hunt who had defeated him in an oratorical contest at Northwestern University, from which he held two degrees. As described by an admirer, "he was tall, had coal-black hair and lots of it, a heavy black sergeant-major type of mustache, wore at all times a long-tail afternoon coat, striped trousers, a wing collar (a clean one every day), a soft white four-in-hand silk tie, carried his head to one side and smiled a smile that somehow did not attract."

Significant of President Raymond's buoyant zeal and ambition, he had visited members of the board in their homes before and he was present in person on August 6, 1897, at the time of his election. He entered upon the discharge of his duties four days later, thus reducing to a nullity the tenure of Vice-President Armstrong as acting president. Prominent educators from a distance, including Wm. R. Harper of the University of Chicago, E. Benj. Andrews of Brown University, and Chancellor W. J. Holland of the Western University of Pennsylvania, attended the inauguration (October 13, 1897) which was publicized as "the grandest event in the educational history of the State." Reminiscent addresses by prominent alumni reviewed much of the history of the University and contributed to the general confidence and to the enthusiasm of the occasion. Theodore Roosevelt, Assistant Secretary of the Navy, sent regrets that he could not be present.

Under the spell of these influences announcement of a regent order admitting women to all departments of the University, was received with clamorous approval; announcement of authorization of departments of fine arts and of public speaking and elocution, and of a school of music was equally agreeable; the continuous session, otherwise known as the four-quarter system, was accepted as a reform; and the promised introduction of correspondence courses was received with few misgivings. An announcement to the effect that the faculty would have a part in determining university policies and administration was accepted as a veiled repudiation of the Turner and the Goodknight administrations and was accordingly well received.

To facilitate this program the University organization was changed at once by converting the "schools" of the Arts and Sciences and the Engineering colleges and the "courses" of the Agricultural College into departments. The deanships in the College of Arts and Sciences and the Engineering College having become defunct, were left in that status, but each of the units retained its college identity. Of the former "schools" only the Preparatory, then described as "a most useful adjunct to the University," and the Commercial were retained; but a school of music

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was established in 1897. That year the Military School again became the military department detached from any college or school, and for pioneering purposes four additional departments: elocution and public speaking, drawing and painting (fine arts), instruction by correspondence, and physical training, were established. Beginning July 1, 1898, the University year was divided into four quarters of twelve weeks each, thus establishing what was currently described as the "continuous session". In the course of a short time the several curriculums were expanded, thus making it possible to attain four bachelor's and four master's degrees in the College of Arts and Sciences, two bachelor's and one master's degree in the Law College, and two bachelor's degrees each in the Engineering and the Agricultural colleges.

Although President Raymond did not begin his duties until near the opening of the school year, the new schools and the new departments were staffed during 1897-98. Through private aid the School of Music functioned under C. A. Ellenberger, a graduate of the New England Conservatory of Music, in the capacity of director and professor of music. In a like manner the department of drawing and painting was established under direction of Mrs. Eva E. Hubbard, former instructor in drawing and painting in "Mrs. M. Stevens Hart's School for Young Ladies". Public speaking and elocution did not become a separate department as planned, but the work in elocution was offered by J. P. Whyte, an instructor in rhetoric and elocution, and the following year a department of rhetoric and elocution was established under the headship of Assistant Professor C. H. Patterson, who the following year was made a professor. The physical education department was placed in charge of J. W. Hartigan, who had been director of the gymnasium and instructor in physical education since 1891, but the following year this department was, under like titles, assigned to B. G. Printz, from 1892 to 1898 director of the gymnasium and instructor in physical education in Wittenberg College.

Except the expanded curriculums, the Law and the Agricultural colleges functioned undisturbed according to the respective reorganizations effected in 1895 and 1897, but it was otherwise with the College of Engineering, the curriculum of which was expanded perceptibly. This was accomplished through establishing a department of mechanics and applied mathematics headed by Professor F. L. Emory, assistant in the mechanical engineering and mechanic arts school from 1891 to 1893, who had meanwhile earned a graduate degree from Cornell University. At the same time a two year course leading to a certificate in mechanical and electrical engineering was announced, together with prescribed "advanced courses" which, together with an acceptable thesis, led to the professional degrees of Civil Engineer and Mechanical Engineer, respectively, and a curriculum in manual training was announced. With the resignation

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of Professor Aldrich in 1899, his assistant, C. Ross Jones, was made assistant professor and acting head of the mechanical engineering and mechanic arts department, with R. A. West as an assistant in metal working. Since 1893, J. L. Johnston had been professor of civil and mining engineering.

Other changes were more general. Beginning July 1, 1898, each successful candidate for the A. B. degree was required to present an acceptable thesis. With the approval of the faculty and the regents the "term adviser," authorized in 1895, became the "class officer", who, by use of a card system, was required to aid students in their registrations and to direct their work thereafter. But the practice of permitting class officers to determine entrance credits and advanced standings was abolished in 1899, and their evaluation was vested in committees. Beginning in 1898 the president was given an assistant in the person of Waitman Barbe, since 1895 Field Agent of the University, who thus to all intents and purposes superseded the vice-president.

Because the current criticism of honorary degrees was in keeping with President Raymond's own ideas of quality, he capitalized it and in August, 1899, secured approval of a regent order saying, "No Honorary Degrees are conferred." On the other hand, wide publicity was given to the possibility of earning advanced degrees, even the Ph. D., in course. Incidentally, a faculty recommendation asking that "non-resident graduate degrees" be conferred on Professor A. J. Hare of the University faculty and on L. J. Corbly, Principal of Marshall College, was not presented to the regents.

Perhaps the most notable reforms related to the social sciences. When President Raymond came to the campus courses in history had not been offered for two years and those in the social sciences were limited to a few courses in political science. With the aid of "special lecturers" and student assistants, President Raymond himself offered courses in sociology and economics, but separate departments of American and European history and of political science were established at once. In filling the resulting positions an effort was made to find persons who had done graduate work in approved institutions. For the courses in American history and political science, R. E. Fast, a member of the state senate, who had studied at Harvard, was chosen. Dr. F. W. Sanders, during 1896-97 extension lecturer in the University of Chicago, offered the courses in European history.

Throughout, the President showed little concern for the new educators, then led by Professor Miller of the department of pedagogy. About the time of the arrival of the former on the campus, Professor Miller had requested the regents to provide more adequately for the professional training of high school teachers and principals. "In view of the probable organization of a high school system throughout the state at an

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early date", he thought it imperative that provision be made for the training of teachers and principals. As most of his time was required in the preparatory school, of which he was principal, he could not offer the needed work without assistance.

Regardless of these representations, the offerings in the School of Pedagogy were not increased. Instead, the School was abolished and made a department in the Arts and Sciences College, and Professor Miller was required to give the major part of his time to the Preparatory School. In 1899 L. L. Friend, fellow in English, was authorized to help him part time. Meanwhile, the president was emphasizing the new education by placing Nicholas Murray Butler and John Dewey influenced teachers in charge of the new courses in the social sciences. This was notably true in the case of Dr. F. W. Sanders, Professor of European History. Had this practice been adhered to, the results might indeed have been far-reaching.

Inasmuch as the University was largely a product of classical traditions, the most important and in the long run the most criticized changes were in the entrance requirements. Harvard having refused graduates of West Virginia University admission to her Law College, beginning in 1899, Greek was required for admission to the freshman class as a means of placing the University in the "class of institutions of ordinary standing." But, when Harvard, under direction of President Eliot, adopted the elective system, which President Raymond pronounced "the most important principle in education," West Virginia University, following the example of Leland Stanford, Cornell, and the University of Indiana, hastened to adopt. This system permitted each student, with little or no restriction, to select the courses leading to degrees, other than professional ones, and would doubtless have been accepted, had it not been extended to entrance requirements in an effort to meet the peculiar needs and conditions in West Virginia. Under the new plan, a person might be admitted to the freshman class who had completed thirty-nine of seventy-seven indicated courses each of twelve weeks duration.

The library, "the heart of the institution," received attention. It was then housed in a single room in Martin Hall; the shelving was inadequate; the books were unclassified and presented a state of general confusion; and certain departments were again maintaining their own collections. To deal with this situation a trained librarian, Eliza J. Skinner, was employed in 1898 at a salary of seventy dollars per month; books and pamphlets, aggregating about 16,000, were classified according to the Dewey decimal system; and the several departmental libraries were again reassembled in the "library room" which was however discovered to be a hazard to life and limb. As there were also several valuable museum collections scattered here and there, the president recommended the immediate construction of "a fire-proof building adequate in size and

safe in construction, to contain the library and the museums of the University." For this purpose the regents had already acquired the Methodist Episcopal burial ground, site of the present Administration Building.

With warnings from four of his predecessors to the effect that the most difficult disciplinary problems were incident to chapel attendance, President Raymond approached that subject cautiously but with the conviction that the problems could be solved by making chapel exercises attractive. The solution was however left to a committee of the faculty. Upon the president's recommendation, it abolished compulsory chapel attendance, beginning in June, 1898. With the approval of the president, special efforts were made to make the chapel exercises attractive, and special lecturers and musical programs were used for that purpose. The movement resulting in the installation of a pipe organ had its inception in these efforts.

Failures on the part of students to meet academic standards, the other chief source of trouble, had meanwhile been red-taped in such a manner as effectively to shield the president and to open up a number of loop holes of escape to delinquents. For instance, an offender was first to be "admonished" by the instructor. If this did not bring the desired results after two weeks, the instructor was required to notify the class officer who was required to send for the student and "admonish" him or her. This failing to bring results, the class officer was required to notify the parent or guardian in writing. This failing, the case went to the president.

In the matter of dancing the president, the regents, and the faculty were however less tolerant. In response to demands that it be forbidden entirely, the regents, upon the recommendation of the president, on November 5, 1897, ordered that the "usual Saturday night dances" in the Gymnasium be held not oftener than once each month and that they begin at 8 P. M. and end promptly at 10 P. M., and that the "annual Midwinter and Commencement Balls" be in lieu of and not in addition to the "usual Saturday night balls." Supported by petitioning groups of students (Y. M. C. A. and Y. W. C. A.) much was made of the alleged social irregularities of such affairs, particularly the annual midwinter and the commencement balls. In response to their petitions and representations, the regents by a five to two vote informed a petitioning group of students that they "disapproved of social dancing and balls under the auspices, control and official patronage of the University authorities."

Several lecturers were used to strengthen the faculty. In this way the president's friends were also kept in touch with the "great reforms" being effected in West Virginia, and the West Virginians, including the educators among them, were educated. Most of the special lecturers were used in the summer quarters. Among those used in 1898 were Dr. L. F. Ward of the Smithsonian Institution, in sociology; Dr. B. A.

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Hinsdale of the University of Michigan, in pedagogy; Dr. A. E. Winship, editor of *The Journal of Education* (Boston), in pedagogy; Jane Addams of Hull House, Chicago, in sociology; and Dr. J. H. Hamilton of Syracuse University, in economics.

With this record of achievement and alleged achievement, President Raymond approached his first legislature in that acid test of all university presidents, ability to get funds. As a means to this end, he claimed that the public was becoming interested in the University, as indicated by the fact that the enrollment had increased from 283 for 1894-95, to 815 for 1898-99, not including 111 enrolled in correspondence courses. Much was made also of the failure of the state to support the University adequately. In proof of this, it was shown that sixteen professors and instructors for the year ending in 1898 had been paid from the Morrill Fund and that twenty officers and other employees were also paid from federal funds. "Federal funds paid the Librarian and the entire Library force. They also paid the Field Agent of the University, and the entire clerical staff of the President's office as well as the Auditor, Chaplain, Armorer, and all the janitors of the University, and the Director and Staff of the Experiment Station." In other words, of a salary expenditure aggregating \$62,756 for the year ending in 1898, the state paid only \$19,500.

By keeping these facts in the limelight the president, with the active assistance of the regents, notably Regent Sturgiss, and of Senator Fast of the faculty, secured an unprecedentedly large appropriation. For the year ending September 30, 1899, it was about \$85,000, or more than double that for the corresponding year of the previous biennium, while that for the next year was about \$106,000, or almost three times that for the corresponding year of the previous biennium. Although the requests for \$50,000 for a women's dormitory, \$23,000 for a south wing to the University Building, and \$5,000 for a pipe organ to be installed in Commencement Hall for the purpose of enlivening the convocation exercises, were denied, the appropriation contained \$50,000 earmarked for a library and a museum building, \$10,000 for an armory, \$3,000 for the much discussed school of music, \$1,600 for the department of elocution, and \$1,000 for a department of art and painting.

The action of the legislature was graciously received by President Raymond, who took advantage of the occasion to refer to partisan politics in young state universities as a "common malady", not unlike the measles among children. The implication was that West Virginia University had passed through the childhood stage, which seemed to be confirmed by the fact that, beginning in 1895, it was, for the first time, controlled by a non-partisan board of regents. Despite these promising developments, the President's diagnosis was faulty in the implied conclusion that the malady would not reappear.

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For a young man unfamiliar with the subtleties of partisan and personal politics, the situation was however favorable, and the action of the legislature was considered a general endorsement of his program. With this encouragement, he proceeded to make it effective. First of all, attention was given to the completion of buildings then in process of construction and planning. The Fife tract of about seven acres, including two houses which were used for a time for instruction in mechanics and domestic science, was purchased in March, 1898, and about the same time the University acquired the lots to the rear of the site for the proposed library building. These lots were intended primarily as a site for a new mechanical hall to replace the old one on the site of the present Central Heating Plant which had been destroyed by fire on March 3, 1899. In April, 1899, Preparatory "Prep" Hall was officially named Martin Hall in honor of the first president; the present Armory and Mechanical Hall were completed in 1902; in September, 1900 an authorization of \$600 was made to mount "the telescope" on an iron pier which was later enclosed; and a movement was launched to provide a "commodious residence" for the president, to be used for the entertainment of parents, professors, visiting lecturers, and others. Incidentally, a pipe organ, echoes of which were heard in the 1899 legislature, was installed in 1899 through the generosity of Regent Sturgiss and the Hon. J. M. Guffey of Pittsburgh. In 1898 a farm of 81 acres, purchased at a sheriff's sale in March, 1896, for the uses of the Experiment Station, was sold, and the T. J. Gilmore farm of 91 acres, the present University Dairy Farm, was acquired.

The increased budget and the extended physical plant made possible additional offerings. This was especially true with respect to the plans for graduate study. To aid it, fellowships worth \$300 each were offered in Latin, French, German, economics, English, chemistry, mathematics, agriculture, elocution, and domestic science,¹⁵ and members of the instructional staff were given leaves to prepare themselves for this work in approved institutions. Among those accepting such leaves were A. J. Hare, Professor of Latin Language and Literature in the Preparatory School, for study in Harvard University; C. Ross Jones, Assistant Professor in Mechanical Engineering and Mechanic Arts, for study in Cornell; Waitman Barbe, Assistant to the President, for study in Harvard; C. H. Patterson, Professor of Rhetoric and Elocution, for a vacation term in Chicago University; and F. W. Truscott, since 1897 Assistant Professor of Germanic Languages and Literatures, for study in Germany. At the same time the faculty of the School of Music was increased from four to eight, and a department of domestic science, authorized in 1898, was established in 1899 under direction of Assistant Professor Hannah Belle Clark, Ph. D., who was also dean of women. In the confident expectation that West Virginians were ready for a domes-

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tic science program, she developed a curriculum leading to the B. S. degree in that field.

Regardless of the experiences of his predecessors and of the policy with respect to the department of biology, President Raymond actively sponsored the establishment of a medical college at the University. Without consulting Professor Hartigan, head of the department of biology, A. E. Thayer, M. D., was made assistant professor of materia medica, pathology, and bacteriology and authorized to develop a curriculum for the proposed medical college and also one for a proposed school of pharmacy. The two curriculums were published early in 1900, and on June 22, 1900 the regents established a college of medicine authorized to offer a "two year scientific course" and the first two years of a regular medical course. In the light of University experiences extending over twenty years and of its policy with respect to the department of biology, Professor Hartigan opposed the establishment of the proposed college either at Morgantown or elsewhere and accused the President and Regent Sturgiss of padding the University catalogue and of falsifying the records with a view to accomplishing their purpose.

President Raymond and Professor Hartigan having failed to compromise their differences, Professor Hartigan was dismissed from the faculty on December 18, 1900, and two days later Doctor Thayer was made professor of physiology and pathology and dean of the College of Medicine. For reasons undisclosed in the records Doctor Thayer did not function in the proffered deanship, and the courses which he was to have given in 1900-1901 were offered by Wm. S. Magill, M. A., M. D., in the capacity of dean of the College of Medicine and professor of physiology and pathology. At the end of the year, President Raymond having resigned and left the campus, an altercation between Dean Magill and the regents resulted in an order directing that the "name of the said Magill be entirely erased from the catalogue" and rescinding the order of June 22, 1900 establishing the College of Medicine.

The courses in pharmacy were offered in 1899-1900 and annually thereafter to and including 1903-04, but they failed to attract students. Beginning in 1904 regular courses in pharmacology were offered.

Among faculty additions and promotions of consequence were that of H. S. Green, formerly of Bethany College, to be professor of Greek language and literature in succession to L. C. Woolery, deceased (June 25, 1900); that of J. B. Johnston from instructor to assistant professor of zoology; that of Dr. Kenneth McKenzie to be professor of romance languages and literatures; that of E. B. Copeland to be assistant professor of botany; that of Dr. J. E. Hill to be instructor in mathematics; that of J. D. Thompson, to be assistant professor of mathematics; that of Lucy Celeste Daniels, to be associate professor of European history in succession to Professor F. W. Sanders, who resigned in 1899

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to accept the presidency of the Agricultural and Mechanical College of New Mexico; and that of L. L. Friend from fellow to instructor in English.

Despite veiled criticisms of the "new fangled" ideas advanced by the special lecturers, the president increased the number as the budget permitted. Among those who came in 1899 were Dr. David Starr Jordan of Leland Stanford Junior University, in sociology; Dr. Charles William Dabney, president of the University of Tennessee, in "Southern Education"; Dr. Daniel Boardman Purinton, president of Denison University, in philosophy; Dr. Wm. L. Wilson, president of Washington and Lee University, in political science; and the Rev. William H. Crawford, D. D., president of Allegheny College, in philosophy. Among those coming in 1900 were Dr. Frank W. Gunsaulus, president of Armour Institute of Technology; Dr. Andrew Sloan Draper, president of the University of Illinois; Dr. Thomas Corwin Mendenhall, president of Worcester Polytechnic Institute; Dr. Charles Franklin Thwing, president of Western Reserve University; Dr. Thomas Nixon Carver, professor of economics and sociology in Oberlin College; and Dr. Edward Wheeler Scripture, director of the Yale Psychological Laboratory.

The scope and the technique of the Raymond Regime were reflected in its official bulletins. For instance, the catalogue which had expanded, some persons thought needlessly, in the Goodknight administration from 107 pages for the 1894-95 issue to 160 pages for 1896-97, had by 1900 become a 256 page publication. There were also special bulletins for the summer quarter, the department of domestic science, the school of pharmacy, and the "A. B.-Medical Course", each of which carried the names and the academic pedigrees of the staff members, headed by that of President Raymond. Moreover, the quality of paper used in these publications contributed to their pretentiousness by increasing their size. The catalogue for 1897-98 was the first to carry the academic pedigrees of members of the faculty, an objectionable innovation to those with unimpressive attainments.

Many of the reactions of this "intellectual awakening" were wholesome and constructive. Among other things, most of those who were given leaves to do advanced work elsewhere, accepted them eagerly and graciously. Then too, the University was, in 1899, admitted to membership in the Association of Colleges and Preparatory Schools of the Southern States. More significant still, perhaps, the work of the College of Agriculture, through the initiative of Dean Atkeson and the approval of the president and the regents, was extended through teachers' and farmers' institutes, and President Raymond and the director of the Experiment Station were authorized to attend, at the expense of the University, the annual meeting of the Association of American Agricultural Colleges and Experiment Stations held in San Francisco, California, on July 5-7, 1899.

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Although the regents had not rescinded the order of June 13, 1895, making the president "an executive in fact as well as in name", President Raymond chose to attain that goal through the faculty rather than in defiance of it. Temporarily, the spell of his forceful administration, fraught as it was with numerous changes, tended to reduce disciplinary problems to a minimum so that the time and energies of all were focused upon reorganization. As problems pertaining to it were initiated and came up from time to time, they were referred to committees which functioned under direction of the president but reported to the faculty which usually approved the recommendations. In this way the preliminary reorganization was completed by August, 1899, when the administration of University affairs was vested in twenty-three standing committees. Early the following year the president was made ex officio chairman of all standing committees. Thus the faculty, the bane of preceding presidents, had been divided, but it was far from being conquered.

Aided and abetted by a small group of "trained educators" of the budding new school, by a "down-town" group of "foot-ball fans", who, following a successful season in 1898, were opposed to the quarter system and the consequent shortened playing season, and by a ubiquitous social group interested in University dances and balls, Dame Rumor had meanwhile entered the cast. As usual, persons throughout the state took sides, and the newspaper press carried charges and counter charges. Among other things, *The Wheeling Register* accused President Raymond of discriminating against West Virginians in the choice of his faculty; of "misapplying the enormous appropriation" of 1899 by using it for the purchase of a pipe organ; of planning a library building authorized to cost \$40,000 but designed to cost \$125,000; of wreaking vengeance upon Professor Armstrong by dividing his department and by abolishing the office of vice-president which he had occupied without formal re-appointment since the expiration of his one-year term in June, 1898; and, last but not least, of holding private receptions and making junketing trips to California and elsewhere at state expense. CCH

With the ice thus broken, the State Superintendent of Free Schools, J. R. Trotter, a young Harvard trained lawyer pre-trained in the classics, who had been carried into office in the Republican victory of 1896, joined the critics. As his medium was *The School Journal*, his attack was correctly interpreted as representing not only his personal views, but also those of the incumbent administration as well. Superintendent Trotter objected especially to the changed entrance requirements which he claimed made it possible for persons to enter the freshman class with less than a year of preparatory language. He claimed also that the standards of the University had been lowered through the admission of women, through the use of correspondence courses, through the elective system, and through the cheapened summer quarter. Worse still, degrees could be

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had for a song, and the president was alleged to be impractical, faddish, and obsessed by the idea that numbers and padded bulletins made a university. Moreover, the increased enrollment was attributed to the efficient field agent rather than to the "extravagant and ambitious" president.

On the other hand, the "Raymond reforms" enlisted a number of supporters. *The Athenaeum*, the student newssheet, claimed editorially that coeducation had strengthened the University; that professors, though underpaid, did not object to helping earnest students through correspondence courses; that not one person in a thousand could escape taking basic courses in English and in mathematics; and that the summer quarter should have further trial. Waitman Barbe, the Field Agent, claimed that these reforms had placed the University in line with the most progressive institution of the land. A regent described their critics as "sore headed politicians and mischief making faculty members and students", who, having failed to use the University as a dumping ground for their backers and for their selfish purposes, had attacked the administration. Dean Atkeson of the College of Agriculture thought President Raymond "did a great work for the institution by shaking it loose from its old worn out methods, . . . and in general making it a real University." <—

As usual, the situation grew worse rather than better, and, in a meeting of the regents held on April 6, 1900, President Raymond requested that they dismiss Professors J. S. Stewart, R. A. Armstrong, R. W. Douthat, J. W. Hartigan, and S. B. Brown because of alleged insubordination and incompetence, and that they reprimand Professors St. Geo. Tucker Brooke and R. L. Morris and Director J. H. Stewart. Following a hearing of each of the accused, the regents postponed action until their regular June meeting, and the president offered his resignation in the following communication:

To the Honorable Board of Regents, Gentlemen:

I hereby place in your hands my resignation of the Presidency of West Virginia University.

I am moved to do this, and thus to give up some of the most deeply cherished hopes of my life, because I see no prospect of final success in my work. It is impossible to build up a University save on the basis of sound morals and sound scholarship with the generous cooperation of those engaged in the work. I have asked the removal of certain men known to you and to me and to the community to be grossly deficient in one or all of these regards. This demand your honorable Board refused to grant for reasons which I cannot deem sufficient. I therefore ask you to relieve me of any responsibility for the conduct of the University, this act to be effective June 21, 1900.

Respectfully,

Jerome H. Raymond

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Regent Brown resented this communication as a reflection on the board, and it was laid on the table. On June 21, following, President Raymond appeared before the board in person and asked leave to "withdraw and modify his letter of resignation, of April 6, 1900", which request was granted. He then submitted the following: "To the Regents of West Virginia University: I beg to tender my resignation as President of the University and Professor of Economics and Sociology, to take effect October 1, 1900. June 22, 1900. Jerome H. Raymond."

By a five to four vote, the regents, in their June, 1900, meeting declined to accept the second resignation of President Raymond and asked him to withdraw it, which was done but not formally. The regents then adopted resolutions severely condemning "disloyalty to properly constituted authority" as "not only destructive of all discipline but also a gross violation of the rules of the University." In the same manner they asserted their "determination to bring the same to an end by the prompt and summary dismissal of any person connected with the University, if such conduct is persisted in." In keeping with this assertion of authority, the regents, by a five to four vote in a special meeting held at Parkersburg on December 17-20, 1900, ordered the dismissal of Professors Armstrong and Hartigan, but Hartigan secured a writ of prohibition restraining the order in his case.

These acts added fuel to the consuming flames. Under these conditions all eyes were turned to the legislature, which, because of its control of the purse strings, had the final say in the matter. As expected, it appointed an investigating committee which, after several days spent on the campus and after hearing the students in a mass meeting, recommended the removal of President Raymond, the reorganization of the board of regents, the establishment of a University preparatory school at Keyser, Mineral County, and the abolition of fellowships in the University, of the preparatory department at Morgantown, and of the summer quarter. On the other hand, the committee expressed surprise and gratification at the prosperous condition of the University and commended the zeal and the ability of the President, who was, however, found to be "too young and inexperienced to deal with men." Moreover, his "views and policies" were declared to be "unsuited to West Virginia conditions", but the committee recommended an appropriation of \$250,000, an unprecedented sum, for the ensuing biennium.

In line with these recommendations, the legislature established a preparatory school at Keyser and abolished that at Morgantown, as of July 1, 1904. It then paved the way for a reorganization of the board of regents by making it mandatory for the governor to appoint a new bi-partisan (six-three) board, only one of whom might be from the same senatorial district or from the same county. Unwilling to take a chance with this arrangement, the senate, on the last day of the session, attached

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riders to the appropriation bill, which forbade the use in any way of the funds for 1900-01 to maintain a summer quarter and any part of those for 1901-02 for either a summer quarter or the department of domestic science. Moreover, none of the funds for the latter year were to be available "until the board of regents accepts the resignation of the present president of the University." The total state appropriation for 1900-01 was reduced to \$96,250, whereas that for 1901-02 was raised to \$135,050.

Not all of this opposition was, however, on the score of economy. The summer quarter was unauthorized by the legislature and in addition to being largely responsible for the current deficit of \$12,500, it was a source of "new fangled ideas" which the investigating committee had found unsuited to West Virginia. Although the entire cost of the department of domestic science, except that for quarters and heat and light, was borne by the Morrill fund, few of the legislators believed that fact. Generally they insisted that funds were being diverted for its maintenance. Then, too, the department was associated by many persons with coeducation and was opposed on that account. Such persons could not forget the fact that the department had its origin in a motion of Regent Brown, an ardent opponent of coeducation, who thought "the evil" should be made as practicable as possible. Moreover, the department was headed by Dr. Hannah Belle Clark, Dean of Women, who, instead of teaching domestic science and deaning women, devoted much of her time to helping President Raymond conduct classes in sociology.

Thus directed and sustained, a new board of regents met in special session on March 17, 1901, again to clear the stage. On March 20 it accepted the resignation of President Raymond, effective at the end of the spring term. At the same time it commended his "zeal, tireless energy and great ability." On a leave of absence with pay, he and his wife left Morgantown at once for a period of travel and study in Europe. A local newspaper took cognizance of their departure in the laconic statement: "They have gone."

The board had meanwhile vested the "powers and duties of the president" in the former vice-president and acting-president, Dr. P. B. Reynolds, who again became acting-president, effective March 21, 1901. Under a reappointment, made June 19, 1901, he served in that capacity to August 1, 1901. During the ensuing ten years he acted in place of the president during a number of periods, some of them of considerable duration, as in 1904 when President Purinton visited the Holy land through March-May as a delegate to the World Sunday School Convention.

Reluctant to yield the contest, the executive committee of the old board met on May 14, 1901, and placed on record a summary of the "Work of the Last Four Years." It included coeducation, fully established; the abolition of honorary degrees; successful use of "qualified

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electives"; a four-quarter session which had proved "a great boon to a host of poor but ambitious students and teachers" and which, it was confidently predicted, would become "a part of the permanent policy of every great University in the land"; a school of music and a college of medicine; departments of pharmacy, fine arts, domestic science, and rhetoric and elocution; a general library scientifically classified, with a librarian and two assistants; a department of physical training equipped with a gymnasium, swimming pool, and bath room; correspondence instruction; enlarged and better equipped laboratories; an instructional force which had increased from about thirty to sixty-nine; and an enrollment expanded from 465 in 1896-97 to 885 in 1900-01. Moreover, hazing had been effectually suppressed; good order and proper college pride characterized the general atmosphere; compulsory chapel attendance had been changed to voluntary, with no ill effects; and public balls and dances in the buildings and under University auspices had been abolished "to the very great improvement in attention to classes and studies on the part of the students."

Although the retiring president was given chief credit for these accomplishments, the public generally, including his friends, agreed with the findings of the legislative investigating committee to the effect that he was too young and inexperienced for the University presidency. But Dr. I. C. White went further. In his opinion, President Raymond was lacking in tact. Moreover, his alleged consuming ambition and self-confidence precluded advice from older and more conservative men and led to fruitless attempts to over-turn established customs and "to graft upon a young and poorly equipped school the advanced ideas and methods of richly endowed Universities."

That these opinions were shared by others, even the scores of persons who had partaken of President Raymond's hospitality and accepted his honorariums, was indicated by the fact that none of them came to his rescue by offering him a comparable place elsewhere. But a quarter of a century after his resignation, persons whom he inspired while president of the University, were asserting that he had made it by lifting it out of "the mire of highschoolism" and starting it on the way to become a real university.

Instead of being an asset, as might be inferred from the dominant fundamentalism and provincialism, Raymond's puritanism was a liability, perhaps his greatest. If he were able to do so, he failed to reckon with the fact that the native puritanism was gradually yielding to the realism of industry and that the native tradition of liberty, nourished in the belief that "Mountaineers are always free," was stronger than sectarian fundamentalism and imported puritanism. Regardless of such trends and conditions, the president issued an order that "No member of the faculty shall at any time, under any circumstances, use tobacco," and students

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were likewise forbidden. Practical jokes, such as filling the president's desk with cigarettes, were not the worst reactions to this order which was resented by members of the faculty, particularly the ex-Confederate colonels. One of them who had long since abandoned tobacco on account of his health, went downtown at once, stocked up with "Wheeling tobies" and smoked them on any and all occasions thereafter. In like manner, the injunction against singing "Dixie" on the University campus popularized that tune throughout the length and the breadth of West Virginia.

Throughout the agitation leading to the removal of President Raymond there was much discussion, pro and con, of the desirability of having a resident member of the board of regents. The legislature having failed to act in the matter, the Hon. E. M. Grant, a resident of Morgantown and a friend of former Regent Sturgiss, was made a member of the new board, but the presidency went to W. J. W. Cowden of Wheeling, who retained it until his death in 1904, when he was succeeded by J. R. Trotter. In 1901 all persons on leave were restored to their former positions, and R. A. Armstrong was again made professor of English and head of the combined departments of English language and literature and the department of rhetoric and elocution. During his absence Professor C. H. Patterson had been head of the combined departments with S. C. Smith as an assistant in rhetoric.

The state supreme court of appeals having failed to sustain the injunction proceedings begun by Professor Hartigan, nothing was done in his case. The court held that a professor in the University was not a public officer and was not therefore entitled to a public trial in case of removal. In other words, his tenure was at the will and the pleasure of the regents, acting in their corporate capacity.

Thus ended the Raymond Regime, perhaps the most widely discussed single incident in West Virginia University history. Although it was sarcastically described by a Morgantown newspaper as a "fruitless effort to Civilize, Christianize and Elevate West Virginia Haw-Eaters," it had far-reaching and beneficial results. Among other things, the conferring of honorary degrees was so completely discredited as not to be revived for years. More important still, the contacts with intellectuals beyond the state were continued. It mattered not that the maligned summer quarter was superseded in 1902 by a summer school maintained for a time largely with a view to supplementing the salaries of underpaid resident professors. Young West Virginians had discovered other fountains of learning and inspiration, most popular among them being Columbia University and the University of Chicago, and they tended to drink there in increasing numbers.

In some respects President Raymond's failure was, however, an educational calamity. This was notably true in the social sciences which

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were thus brought under the ban of both the dominant educators and the interests. For a time, courses in economics were offered by the former vice-president and the twice acting-president, Dr. P. B. Reynolds, a teacher of commanding personality but with ultra conservative leanings. It was not until about ten years after the departure of President Raymond that courses in economics were given by a scientifically trained scholar in the person of Professor E. H. Vickers, educated at Harvard and experienced (1898-1910) in a Japanese university. But he, too, belonged to the conservative school and was not effectively interested in productive research. Following the retirement of Dr. Reynolds, regular courses in sociology were not offered for more than a decade, and the catalogue offerings in political science were meager and did not always find a place in the term schedules.

Under such conditions, the new educators tended to take over the leadership, but in the absence of an anchorage in scientifically determined social facts and conditions, as applied to their meridian, they tended to follow shifting educational methods and theories, and their leadership was consequently somewhat sporadic, and young men and women who sought educational fountains outside the state were discouraged from pursuing the social sciences. When they did so, after the fashion of those who dared to hear R. G. Ingersol in the 1880's and the 1890's, they were regarded with suspicion and mistrust, until they could demonstrate, through long periods of exile, that they had not become contaminated with radical ideas. Thus, the state was debarred from participation in a large way in the Progressive Movement, and the most elementary facts and conditions of her economic, social, and political life remained undetermined.

It was in the field of history alone that the interest aroused by President Raymond and by Professor R. E. Fast was sustained and increased. In 1902 Dr. J. M. Callahan, who had trained at Johns Hopkins under tutelage of H. B. Adams, took over the work formerly offered by both Professor Fast, who had retired on account of failing health, and by Associate Professor Lucy C. Daniels, resigned. In the course of the ensuing years, Dr. Callahan did much spade work in regional history and thus paved the way for a number of historical monographs. In 1903 he was given an assistant in the person of Associate Professor W. L. Fleming, who in his four year tenure earned a doctorate from Columbia University, rose to the rank of full professor, and edited his now well known *Documentary History of Reconstruction*. Through the resourcefulness and the knowledge of V. A. Lewis, former state superintendent of free schools, the department of archives and history had meanwhile been established at the state capital. It pioneered the way in preserving the state's archives and documentary materials.

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6. THE CONSERVATIVE REACTION, 1901-1909

At the time of his election the new president, Daniel Boardman Purinton, a native West Virginian born February 15, 1850; an alumnus, '73; a Baptist; and a Republican, was in the fifty-second year of his age. He had been a member of the instructional staff of the University from 1873 to 1890 and had occupied successively the chairs of logic, mathematics, and metaphysics, and been an instructor in vocal music during most of the time while thus engaged. From March 12, 1880, to June 15, 1882, he was acting president in the capacity of vice-president. He was vice-president during 1882-1883 and again from 1885 to 1890, in which capacity he sometimes performed the duties of president. Since January 1, 1890 he had been president of Denison University, a Baptist controlled institution in Granville, Ohio.

For these reasons, plus a reputation for scholarship, sagacity, and conservatism, President Purinton was regarded as being "peculiarly fitted for the position."¹⁶ His election was due largely to efforts of Acting-President Reynolds and represented the acme of Baptist influence in University affairs. He was generally preferred to a young man as being better qualified to restore "harmony, unity, and economy." Harmony and economy were in fact the watchwords of his administration. With these things in mind, the executive committee of the regents was considered unnecessary and again became inactive, and no one seriously proposed giving the faculty more than a routine part in the administration. The new president began his duties on August 1, 1901.

In keeping with the above indicated policies there were few changes in the faculty. On the other hand, as already indicated, there was a homecoming. Among the resignations, most of them to accept better positions elsewhere, were those of Dr. Hannah Belle Clark, assistant professor of domestic science and dean of women, to become dean of women in Knox College, Galesburg, Illinois; L. C. Corbitt, professor of horticulture and forestry, to be chief of the division of horticulture in the Bureau of Plant Industry, Washington, D. C.; A. D. Hopkins, professor of economic entomology and an international authority on the causes of unhealthy conditions in spruce and pine growths, to take a position as special agent in forest entomology in the Bureau of Entomology, Washington, D. C.; and Eliza Jane Skinner, librarian, to become head of a department in the Library of Congress. The regents deemed it necessary however to retain orders imposing penalties in the form of salary deductions for faculty members who absented themselves on the opening and closing days of any quarter.

Among new members of and promotions in the faculty were Charles Chollet from associate professor to professor of romance languages; J. H. Cox to assistant professor of English philology; Andre Beziat de Bordes

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to professor of romance languages in place of Professor Chollet, deceased; B. H. Hite from chemist in the Experiment Station and professor of organic chemistry in the University to professor of agricultural chemistry and vice-director and chemist of the Experiment Station; D. D. Johnson to assistant in English in the preparatory school; J. B. Johnston from professor of biology to professor of zoology; Dr. F. L. Kortright from assistant professor in chemistry to associate professor; Wm. J. Leonard from assistant in fine arts to assistant professor; R. L. Morris from assistant professor of civil and mining engineering to professor of civil and mining engineering in succession to Professor J. L. Johnston; Dr. J. L. Sheldon to professor of bacteriology; S. C. Smith from fellow in rhetoric and elocution to assistant; Pauline G. Wiggin, librarian, in succession to Eliza Jane Skinner; and S. L. Wrightson to be "dean of the School of Music and instructor in voice" in succession to Director C. A. Ellenberger. During the absence of Director Ellenberger on leave, Miss Russell McMurphy was acting director of the School of Music.

As contemplated by the legislature, the building program went forward. Although President Purinton inherited a deficit of about \$12,500 and about \$40,000 was needed to complete buildings then in process of construction, the "North Wing" extension to "University Building", sometimes called "University Hall", was completed in 1901, and the building was then named Woodburn Hall in commemoration of Woodburn Seminary. The Armory was completed in 1902 at a total cost of about \$26,000. Mechanical Hall, located on the site of the present Heating Plant having been destroyed by fire on March 3, 1899, it was replaced in 1902 at a cost of about \$55,000 by part of present Mechanical Hall (Engineering Building). The Library building, a gray Amherst sandstone structure was completed in 1902 at a cost of about \$112,000 and dedicated on June 17, 1903. The President's House was completed in 1905; the Heating Plant in 1906; a third story to Science Hall in 1909; and in the same year a committee was authorized to have plans and specifications drawn for the long contemplated "South Wing" to Woodburn Hall.

There was thus a full schedule for the "night officer" who had functioned since 1898 under directions from the superintendent of grounds and buildings. With a view to making better use of the physical plant, all of the buildings, except the previously conditioned Experiment Station, were wired for electric lights and provided with natural gas and water. It was seven years, however, before Boston ivy was planted about Science and Martin halls.

Incidents in the passing, June 10, 1902, of William "Doc" Danser, a favorite janitor, were as significant as they were unusual. A shoe cobbler by trade, Danser had been a more or less efficient janitor, as determined by his personal likes and dislikes, for twenty-eight years, in the course

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of which he had made many friends and few enemies. At the request of students and members of the faculty the funeral services were held in Commencement Hall, an honor never before or since accorded a University employee. They were conducted by two Morgantown ministers and attended by most of the students and several of the faculty. The remains were interred in Sunnyside Cemetery at nearby Stewartstown, and the obituary notices made a point of the fact that the deceased had been kind to and considerate of "those whom he liked." They thus unintentionally emphasized the personal and the sentimental phases of University life and administration prior to that time. Soon thereafter the janitorial services were placed in charge of a head janitor employed by and responsible to the superintendent of grounds and buildings.

The superintendency of grounds and buildings had meanwhile passed into another phase of its history. Following the removal of Dr. Myers in 1897, it went to Professor J. L. Johnston of the College of Engineering which had the necessary techniques for the service. He was succeeded in 1899 by Professor F. L. Emory, also of the College of Engineering. When he resigned in 1909, C. Ross Jones, Professor of Mechanical Engineering, was for one year "consulting engineer of buildings and grounds subject to the call of the president." In 1910, following a conference of the regents with the newly appointed state board of control, of which President-elect Hodges was then a member, the office of "foreman of buildings and grounds" was created, assigned carefully defined duties, and placed under direction of the president.

With an initial salary of \$75 a month, J. S. Murphy, B. S. M. E. (1905) and B. S. E. E. (1909), was the first foreman of buildings and grounds. He served to 1914 when the "foreman" became the "superintendent." Murphy was superintendent to 1916, when he was succeeded for one year by J. Ami Martin. Beginning in 1917, C. L. Brooks was superintendent to 1932, when he was succeeded by J. B. Grumbein, who retained the position to his retirement in 1945. Following a short interim during which H. M. Cather was acting superintendent, A. M. Miller, B. S. M. E. was, in 1945, elected to that position.

Because the President's House was unauthorized by the legislature and was generally thought to be a product of a shrewd real estate deal, it was a nightmare to President Purinton, whose recollections of President Raymond, particularly his desire for a "commodious residence," did not dispel. In the absence of adequate living accommodations, the need for such a building was, however, urgent, and the regents, under the leadership of Colonel E. M. Grant, determined to provide it. After investigating a number of possible sites, particularly the Fife tract, they purchased from Dr. I. C. White a part of the one-half acre "Danser lot." Dr. White had purchased the entire lot at a court sale in May, 1886, for \$1,540, but his price to the regents for the part fronting

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present University Avenue was \$12,500. At this juncture, J. M. Guffy of Pittsburgh donated \$10,000 toward the proposed structure, and Dr. White agreed to reduce the sales price to \$7,500 with the statement that the difference was a donation on his part.

Under these conditions the construction was authorized, but *The Charleston Gazette* and other newspapers insisted that Dr. White had made a good business deal and attacked the building plans as unauthorized and designed to cost the state from \$40,000 to \$50,000. In reply, President Purinton informed the critics that the proposed building had been made possible through the generosity of a friend, that the construction would go forward to meet an urgent need, and that the legislature would not be asked to appropriate a penny toward it.

The building was completed in 1905 at a total cost of \$42,611.94, only \$13,000 of which was donated. The retaining wall, walks, etc., were paid for out of state appropriations aggregating about \$8,000, and the remainder, aggregating in excess of \$20,000 was paid from student fees. The last payment, aggregating \$6,564, was made in this way by an order of the regents in February, 1908. The completion and occupation were celebrated on Thanksgiving Day, 1906, by a turkey dinner attended by faculty members and their wives.

In compliance with a regent order President Purinton proceeded at once to make such changes in the internal government and control of the University as he considered proper. To these ends the policy determining functions, formerly vested in twenty-three more or less autonomous faculty committees, were vested in an executive appointed "University Council" of eleven members composed of seven departmental representatives, the commandant of cadets, the registrar, the principal of the preparatory school, and the president himself. Subject to executive veto, the Council determined the rules of student discipline, courses of study, entrance requirements, and all requirements for degrees and certificates. It was also the revising, the ratifying, and the vetoing authority of all committee rulings.

Under the changed system, the several faculties were reassembled into one which was permitted to hold meetings from time to time "for conference, exchange of views, discussion of matters of interest to the University, the adoption of resolutions, but not to pass orders or legislate for the University." University policies were determined by the University Council.

With a view to securing greater "unity, harmony and consistency of action", the course offerings of the University were centralized into seven "department-groups", each of which was organized by its own members who could not, however, choose their respective chairmen. These positions went to the council representative who was named by the president and functioned as a dean, though not so designated. Under this plan the

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University organization, as of 1903-04, consisted of four colleges: Arts and Sciences, Engineering and Mechanic Arts, Agriculture, and Law, and of five schools: Music, Commercial, Preparatory, Fine Arts, and Military Science and Tactics. Through his control of the chairmen of each faculty, the powers of the president were thus greatly increased. The former domestic science, physical training, and pre-medical departments were omitted from the new organization, and all previously established departments were converted into schools.

As the committee system of the Raymond Regime had secured "efficiency and was admirable in many ways", it was retained by President Purinton for routine administration, but the number of committees was reduced from twenty-three to eight, including three advisory committees: one on women students, another on board and rooms, and a third on student aid. The others were standing committees. Of all these, the committee on classification and grades was the most important. Under the chairmanship of Professor T. E. Hodges and his successors, this committee functioned to 1929 in charge of entrance requirements, curriculums, registrations, and graduations. At once, it revised and extended the list of accredited schools, which had been published regularly in the University catalogue since 1885-86, and redefined the duties of the registrar.

The four other standing committees were: That on ways and means in charge of schedules, examinations, prizes and contests, and lectures and entertainments; that on publications in charge of all student and University publications, and of printing and stationery; that on athletics, with undefined powers and duties; and that on library and museum whose duties were also undefined. The University Council exercised direct general control of athletics and direct full control of discipline.

At this point the reorganization was taken over by the University Council. Cautiously admitting the advantages of the "unlimited elective system", as determined by experience in West Virginia and elsewhere, notably at Harvard University, the Council decided, however, that the system was not suited to West Virginia conditions. Among other things, it was claimed that it made it possible for a student "to follow a desultory and ineffective course of studies and to attain the highest honors of the institution by operating continuously along the lines of least resistance." Accordingly, the council decided to retain the system but in such a modified form as to reduce such practices to a minimum. For that purpose the University offerings were made under the following headings and groups:

- I. Language: Latin; Greek; French; Spanish; Italian; German; and English.
- II. Science: Mathematics and Astronomy; Physics; Chemistry; Geology; Botany; Anatomy and Psychology; and Zoology.

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III. Philosophy: Philosophy; Pedagogy; History; Political Science; Economics; and Sociology.

Candidates for bachelor's degrees, who had satisfied all entrance requirements, might qualify under this setup by the successful completion of nine courses, designated as a major, in any one of the three groups; of six courses, designated as a minor, in either of the two remaining groups; and of three courses, designated as a sub-minor, in the third group. To correct the chief objection to the "unlimited elective system", successful candidates for graduation were required also to satisfy certain special requirements. For the A. B. degree these were two courses in rhetoric, twelve courses in Latin or six courses in Greek, and three courses in a modern foreign language. For the B. S. degree, the special requirements were two courses in rhetoric, six courses in German and three courses in French, or six courses in French and three in German, and three courses in mathematics. A thesis might be required for any degree, as determined by the class officer. The courses in the professional and technical schools were nearly all prescribed.

The courses of study having been determined, the council next concerned itself with entrance requirements. On the principle that effective habits of study and a knowledge of certain subjects were necessary to the successful pursuit of university work, the council restricted preparatory work to thirteen subjects: English, Latin, Greek, French, German, algebra and geometry, botany and zoology, physics, psychology, physical geography, chemistry, drawing, and history. For admission to the freshman class, a candidate was required to have thirty-six "courses" in these subjects, twenty-three of which (English nine, Latin six, Algebra and Geometry six, and History two) were prescribed. Only thirteen free electives were allowed. With a view to sustaining interest in the chapel exercises, from one to four credits were allowed for attendance, and for a similar reason, three credits were allowed for military training.

In January, 1908, the University Council, upon the recommendation of the committee on classification and grades, ordered that entrance credits be expressed in "units" instead of in "courses." At the same time an effort was made to standardize entrance requirements by defining a unit as the work covered in an accredited high school in a class meeting not less than thirty-six weeks for a minimum of forty-five minutes and from four to five times weekly. Compliance with such standardizing agencies had meanwhile made it possible for the University to attain membership in the National Association of State Universities.

Adhering to the policy adopted by President Raymond, no honorary degrees were conferred; and both Master's and Ph. D. degrees continued to be offered for the successful completion of work done in course. The work for these degrees was not, however, indicated or defined, other than

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to restrict it to the under-graduate major. There were no language requirements for the master's degrees, and all graduate work was done under direction of the committee on classification and grades. Work for the master's degree was directed in each case by a committee of three appointed by the committee on classification and grades, and 31 such degrees were awarded between 1901 and 1911, inclusive.

In keeping with his pre-twentieth century experiences, both in the University and in Denison University, President Purinton did not take the Ph. D. degree seriously, but his new Ph. D. recruits interposed and only two such degrees were awarded in his administration: One in 1902 to Regent J. R. Trotter "for work done in Harvard," and the other in 1907 to Sessan Amakuki of Kioto, Japan, for work done in course in philosophy and sociology. There was no record of the work done for either of these degrees, both having been awarded on the recommendation of President Purinton and the latter for unscheduled courses taken with him. When he attempted to repeat this in the case of his friend and protege', Professor C. Edmund Neil, the committee on classification and grades called a halt. In an extended minute, amounting to a reproof of the President, it announced the intention of the University to discontinue offering work for the doctorate but retained the provisions in the catalogue authorizing it as a deterrent to those who might wish to seek it either in course or otherwise.

With the students and the faculty generally approving the Raymond policy on honorary degrees, it was not reversed. Of such degrees the student year book for 1901 said: "These empty honors which have fallen into disrepute, and brought no credit to the recipient, or the institution conferring them, have been abolished, and degrees earned by actual and honest work done are the only ones conferred. This will give distinct value to any West Virginia degree." Even before President Raymond came to the campus the indiscriminate conferring of honorary degrees on all A. B. graduates of the University who had engaged in professional work for three years, had fallen into disfavor. Of that practice, *The Athenaeum* said, "Such degrees are not prized by men who are worthy of them," and the educational journals carried a number of articles condemning the practice and requesting higher standards.¹⁷

The organization and the rules of procedure having been determined, the chief concern during the ensuing five years was with changing them, first by expansion and liberalization and finally, in response to a state-wide demand for economy, by elimination and consolidation. Among the less important, but none the less significant changes, was that of 1906 establishing a college of veterinary science for the instruction of students of agriculture, for practicing veterinarians, and for students of military science. This college was headed by J. A. Waugh in the capacity of dean, but the following year it became a department in the College of Agri-

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culture with the former dean as head. In compliance with the personal wishes of C. Edmund Neil, Associate Professor of oratory, a school of oratory was also established in 1906, but, for like reason, it was restored to the College of Arts and Sciences in 1907 and became a part of the department of English. Although the Agricultural Experiment Station had a somewhat autonomous status, in 1905 it was given a place in the University organization. In 1908 the School of Military Science and Tactics became the department of military science and tactics, and the School of Fine Arts became a department in the College of Arts and Sciences. Thus the number of organization units was maintained at eleven, as was also the number of members in the University Council.

The problem of a summer school was more difficult of solution. Although the "Summer Quarter" was under ban of the legislature, the teachers of the state generally desired a summer session of some kind at the University. In response to their desires, a six week term was organized on a voluntary basis in 1902, each instructor agreeing to share in the total of student fees collected in proportion to the number of students taught. Fortunately for all, no objection was made to the use of the buildings and the equipment. Despite the handicaps, the work was well received, and President Purinton in his first biennial report described the Summer School as "a necessary element in American college life." He therefore asked the legislature to appropriate \$5,000 for each year of the ensuing biennium to aid in maintaining a summer school at the University.

With memories of the hated Summer Quarter still lurking, the legislature declined to grant specifically the requested appropriation. Instead, it appropriated \$6,799.96 for each year of the 1903-05 biennium to pay salaries of the 1898-1900 summer quarters and limited the sum available for the summer sessions to \$4,000 to be taken from the regular salary item. As this allowance was not increased for several years, the offerings were largely restricted to those departments in which the enrollments were large. The effect was to retard the growth of the University Summer School and to restrict the special lecturers to the department of education where the attendance was largest.

Incidentally, attention is called to the practice of reckoning the number of summer schools. The current one (1948), is the fiftieth "Summer Session." Such numbering is possible only by including the summer quarters of 1898, 1899, and 1900. To do so would, however, ignore the bulletin announcing the 1898 session, which stated that "it is an integral part of the University year" and not "a summer school." Moreover, the bulletin announcing the 1902 "Summer School" described it as "the first," and during the ensuing thirty years the bulletin used "Summer School."¹⁸ The bulletin for 1932 sidestepped the technicality by changing the "Summer School" to the "Summer Session."

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The College of Medicine was restored in 1903 through a bit of finessing and without formal authorization. Following the board order of June 15, 1901, rescinding that of June 22, 1900, establishing the College, courses in anatomy and physiology were offered in the Arts and Sciences College during 1901-02 by Assistant Professor Wm. A. Caldwell. In 1902 he was succeeded by J. N. Simpson in the capacity of instructor and at a salary of \$800. Under an order of the regents of March 3, 1903, authorizing the University to affiliate with the College of Physicians and Surgeons, Baltimore, Maryland, "with a view to offering the first two years of a course for the degree of Doctor of Medicine," the necessary agreement was made, and, without other formal authorization, the catalogue bulletin for 1902-03 announced the restoration of the College of Medicine. The staff personnel, including those of the College of Physicians and Surgeons and of the University Arts and Sciences College, covered two and one-half pages of the catalogue and the courses of instruction only one and one-half pages.

As chief reliance was upon the Baltimore affiliation, the University College of Medicine was an anomaly, subjected to much criticism. By drawing upon other colleges and through small budgetary increases the curriculum was expanded and on October 20, 1905, Dr. Simpson was made professor of anatomy and physiology and "head of the medical faculty at Morgantown." Beginning in 1906 when three M. D. degrees were awarded by the University, they were awarded regularly thereafter to and including 1912. A single M. D. degree was awarded in 1914, making a total of thirty-four. In the interest of economy and of campus demands publication of the names of the staff of the College of Physicians and Surgeons in the University Catalogue was discontinued in 1908, but those of the University colleges, including that of Dean C. E. Hogg of the Law College, were retained.

Completion of Mechanical Hall in 1902 was widely publicized and made possible extended offerings and changes in the staff personnel of the College of Engineering and Mechanic Arts. This was to be expected, however, in a period of railroad building resulting in opening new oil and gas fields, coal fields, and timber lands, and the laying out of new towns and the extension of old ones. Under the new set-up, the work in mechanical engineering was directed by Professor C. Ross Jones who had been promoted to that rank in 1901. Machine design and drawing were taught by Assistant Professor Clyde Randolph, an alumnus (1900), who died May 16, 1904; instruction in stationary engineering and metal working was given by R. A. West who had functioned in that capacity since 1892; the machine shop was directed by T. H. Cather, formerly foreman of the B. & O. Machine Shops at Grafton, West Virginia; and the wood shop was supervised by Ashbel Fairchild who, prior to 1901, had been engaged in construction work. Beginning in 1897 the work in

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mechanics and applied mathematics was given by Professor F. L. Emory. The courses in civil and mining engineering were given by Professor Will H. Boughton who became a member of the faculty in 1902 as assistant professor, and by Professor R. L. Morris, an assistant from 1895 to 1897 and an assistant professor from 1897 to 1903.

In 1903 supervision of the College was entrusted to Professor Boughton but not as dean. In the course of the immediately ensuing years he was largely responsible for a number of changes. Following the death of Foreman Fairchild, December 13, 1903, he was succeeded in 1904 by J. B. Grumbein. Beginning in 1904 Professor Jones was given an assistant in E. F. Church with the rank of assistant professor. Regular courses in electrical engineering were first offered in 1905 by Wm. E. Dickinson, in the capacity of instructor. As neither of the teachers in civil and mining engineering was interested in mining and as interest in it was increasing, Professor H. M. Payne was employed in 1907 to develop that field, but he could not refrain from using his position for his personal interests and was discharged in 1909.

With the death of Dean Okey Johnson, June 16, 1903, St. Geo. Tucker Brooke was acting dean of the College of Law, beginning September 1, 1903. He served in that capacity to June, 1905, when he declined a reappointment. With the deanship thus vacated, the regents were free to find a successor. Unfortunately, the situation was so tempting to Associate Professor Edwin Maxey, Acting Dean during 1905-06, as to cause him to use "undesirable and unworthy" methods to attain the deanship. As a consequence he failed of reappointment in 1906, and C. E. Hogg, a native West Virginian, was made dean at a salary of \$3,000, effective September 1, 1906.

Dean Hogg made his private library available to the law students and extended their course so as to include a third year. The moot court, which had functioned since 1890, also took on new life and a number of special lecturers, including ex-Governor Geo. W. Atkinson, were used. Beginning in September, 1910, all students were classified either as degree or special. Former "Bar Students" were thereafter registered as "Special Students." In 1908, Professor Brooke was given leave until October 1, 1909, but he never resumed teaching and died on May 16, 1914. His courses were taken over by J. R. Trotter, a practicing lawyer and a Harvard graduate, who had been president of the board of regents since 1904 when he succeeded W. J. W. Cowden, deceased. He was succeeded in the presidency by C. M. Babb.

As a consequence of these changes the investigating committee of the 1907 legislature reported the Law College "one of the very best . . . in the country." The enrollment (100) was, however, 21 less in 1907 than in 1902, and during the entire period and for sometime thereafter, the Law College gave the committee on classification and grades con-

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siderable difficulty in the maintenance of proper standards. The committee got much satisfaction therefore from an order of the board made in June, 1909, raising the standards in law by abolishing the "bar law" and the diploma of graduation and increasing the entrance and the graduation requirements for the LL. B. degree.

Meager financial support, indifference of the state's farmers, and the semihostile attitude of the University administration toward the College of Agriculture tended to neutralize its usefulness. As a consequence, the enrollment did not increase perceptibly. Including that of the College of Veterinary Science, it was only fourteen in 1905-06. In a futile effort to attract students the four-year curriculum offered in 1897 was reduced to three years and, interest still lagging, to a two-year diploma course in 1903. A home reading course begun in 1897 was discontinued in 1902-1903 for lack of interest.

Motivated by the legislative investigation, authorized on February 22, 1907, and more effectively by an increase in funds from the "Adams Act", the College of Agriculture was reorganized in 1907 with a view to emphasizing extension work. For that purpose D. W. Working, educated in Kansas and Minnesota, was made superintendent of agricultural extension, and a special four-week winter course, beginning January 8, 1908, was announced to train instructors for the proposed extension schools. Through such devices the University Extension School at Sherrard, Marshall County, became a model. At the same time the work in veterinary science was entrusted to F. R. Whipple, in the capacity of instructor. Through his and Superintendent Working's efforts, aided by Dean Atkeson working through the Grange and farmers' institutes, the public came to understand and desire university extension services. The one-year short course, offered since 1891, and the winter course of twelve weeks were featured by instruction in agriculture, animal husbandry, horticulture, and dairying. There were also special lecture courses.

The state board of agriculture, a child of the Grange, was established in 1891 for the primary purpose of conducting farmer's institutes, but it took over some of the field work of the Agricultural Experiment Station. As previously indicated, the Station was required to cooperate with the College in its teaching program. But the most valuable contributions of the former were in the field of productive research. Among others, Horace Atwood won national distinction for contributions to the knowledge of poultry husbandry. As joint author with Director Stewart, he published an extended series of bulletins in such diverse fields as the cultivation and fertilization of field crops and meadows; the feeding of hogs, sheep and dairy cows; the production of sanitary milk; parasites in sheep; and problems of poultry production.

Among still other researchers were W. E. Rumsey, an entomologist, who made contributions to the eradication of San Jose scale in 1901 and

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in 1912 became state entomologist; F. E. Brooks whose studies of grape pests, and of mice, moles, and shrews were especially noteworthy; Bert H. Hite who made pioneering studies of a fundamental character on the sterilizing effects of high pressures; J. L. Sheldon, Ph. D., who made important studies of plant diseases; and N. J. Giddings who contributed to the knowledge of plant diseases. Analysis of commercial fertilizers, begun in 1891, was continued throughout this period and to 1913 when it was transferred to the newly established state commissioner of agriculture, but the Station continued to do the analytical work and to receive the income.

The School of Music was a victim of the economy program of this period. During the deanship of S. L. Wrightson (1902-04) it was, however, one of the most popular and effective units of the University. As such it featured some of the leading artists of the country in "Faculty Concerts," among them being Max Heinrich, Mrs. Jenny Osborne Hannah, Anton Kasper, William Sherwood, and John Porter Lawrence. Victor Herbert and Richard Strauss appeared in March, 1904, in a "Big Musical Event," as the directors of the Pittsburgh Orchestra. Following the resignation of Dean Wrightson, Ross Spence directed the Music School which continued to feature an ever decreasing number of artists until 1908, when, in the interest of economy, it became a department in the Arts and Sciences College with Ross Spence head and Mabel Constance Foster the only other member. It was restored to school status in 1909.

Inasmuch as the movement for economy was then demanding effective use of the buildings at the University, additional facts regarding the all but complete exit of the School of Music in 1908 are pertinent. In 1907 it occupied the third floor of Woodburn Hall directly over rooms used by the College of Law. Consequently, the lectures of the latter were sometimes rendered inaudible, and the lawyers were accused of designs to abolish "the nuisance." They were thus held responsible for the failure of the legislature to appropriate funds for the 1908-09 session. Thus handicapped, the School was reduced to departmental status and forced to seek quarters elsewhere and to depend temporarily on student fees for subsistence. To many this was however a just retribution for enrollment paddings.

Although the University Commercial School, as established by D. M. Willis in 1895, was allegedly "the first of its kind organized by any state university in this country," and although it was a model for others that later grew into large commercial colleges, from its beginning it was a languishing institution. The cause may be found in part in the fact that neither the principal nor his one assistant were permitted to give more than part-time to the School. Then, too, in comparison with the numerous commercial colleges which had sprung up throughout the state to meet the demand for trained clerical help, the entrance requirements of

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the University Commercial School, two years of preparatory work, were high. For these and perhaps other reasons, the enrollment declined from 188 in 1902 to 48 in 1908. As a consequence, the space assigned the School was more desirable than the School itself, and it was abolished in 1908-09 but revived in 1909 as a department of the Arts and Sciences College.

In compliance with requests from the University faculty and regents for the retention of the Preparatory School at Morgantown until the high schools became adequate, the legislature, by an act passed February 28, 1903, repealed its act of 1901 abolishing that school, effective July 1, 1904. As expected, the enrollment declined annually after 1903. As a consequence, the University Council in 1909 required all matriculates in the Preparatory School to present three units of entrance credit. This requirement was increased annually, and the "Prep School" was formally abolished by the regents in 1911, effective September 1, 1912. But persons were registered in the University conditionally to September 1, 1915, and in the Summer School as late as 1924.

In these adjustments and readjustments the coeds were a factor. Following an interim of two years during which there was no dean of women, Susan Maxwell Moore, instructor in music, was in 1903 appointed to that position. The legislature having ignored repeated requests for housing accommodations for women, in 1902 Woman's Hall was improvised from a residence belonging to Dr. P. B. Reynolds on University Driveway. As this building housed only fourteen persons, it was inadequate. As the legislature continued indifferent, Episcopal Hall, located at the intersection of Willey and Spruce Streets, was leased in 1907 and reconditioned for use as Woman's Hall. In a sophomore prank, committed in the late hours of the first night of occupancy, it was rechristened "The Henery." It accommodated forty-two girls and such vandalism did not impair its usefulness, but it did help to center the attention of a legislative investigating committee on the fact that about \$6,000 in student fees had been used in reconditioning it for dormitory uses.¹⁹

Recollections of the "new-fangled" practices of the Raymond Regime tending to fade into the background and the demand for trained teachers of domestic arts having meanwhile become somewhat insistent, a two-year teacher certificate course in domestic science was announced in 1909 by the College of Agriculture. The entire curriculum of twenty-one courses was developed and taught by Neva Augusta Scott, a graduate of the National School of Domestic Arts and Sciences. The College of Arts and Sciences of the University allowed credits for three of the courses. The following year (1910) Rachel Hartshorn Colwell took over the program and developed it as a department in the Arts and Sciences College.

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In the matter of student dances the Raymond policy was reversed completely. The former "regular Saturday night dances" were permitted, and in May, 1904, the first of the later popular "Junior Proms" was held. At the end of the period there were, in addition to Saturday night, fraternity dances, and bi-weekly cadet dances, three outstanding social affairs: The Military Ball held about mid-year, the Junior Prom held in April or May, and the Commencement Ball. Of these the Military Ball was the most popular. That in February, 1909 was described by a local newspaper as "a magnificent success . . . the first leading social event of the town and one of the notable annual affairs of the state." The women were handsomely gowned, the refreshments were elaborate, and the music, a product of Gounod's Orchestra of Pittsburgh, was grand.

Largely because of the material prosperity of the patrons, West Virginia University was becoming a delightful place socially. If they were careful about it, members of the faculty might smoke, for the president had only requested that they abstain while in and about the University buildings. The use of tobacco by students on the University grounds, in the buildings, or at the approaches thereto was however strictly forbidden by an order of the faculty, which had the approval of the Council and the President.

The great problem was however financial. Although only a few prominent persons, mostly officials and politicians, participated in the social life, they made no endowments to speak of and they continued, sometimes clandestinely, to oppose anything suggesting the "enormous expenditures" of the Raymond regime. Thus salaries continued low, ranging from \$1,200 for assistant professors to \$2,000 for professors; student fees, which might have been used to increase them, were diverted to other purposes; the total appropriation for 1906-07 was about \$18,000 less than for 1905-06; the student enrollment, except in the Summer School, was declining; the total appropriations were less than one-third of the average annual income of a large group of representative state universities; and the regents in their June meeting for 1908 deemed it necessary to repass an order of several years standing fining instructors who absented themselves from their classes on the first and last days of the term. At the same time, the physical plant was congested and in a dilapidated condition.

With the President receiving a salary of "\$4,000 and house" and allegedly more interested in the Holy Land than in the University, professors receiving the maximum salary of \$2,000 tended to criticize his economy policy on the score that it was not conducive to harmony. More disconcerting still, were legislative dicta to the effect that the University budget, when used wisely and legally in conjunction with other funds, was sufficient for all reasonable needs, and that the physical plant could be made adequate to the same extent by the elimination of use-

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less courses and schools and the retirement of those professors who had outlived their usefulness.

The situation was perhaps adequately described by an able but non-communicant professor who resigned in 1907 to accept a position elsewhere. While predicting a number of resignations and the probable choice of a Baptist to succeed himself, he gave the following reasons for his resignation:

The legislature there (Louisiana) is more friendly than here, also, and there are about twice as many academic students and no curious expansions into Baltimore, Philadelphia, etc. The place here is destined to be a great institution, but at present the work is dissipated over too much ground and there is much unfriendly feeling towards us, both with and without cause . . . I have tried to stand aside from Univ. politics and in consequence do not fully understand the present situation, but it is curiously complicated: the professors in two parties or three; a rumor that Dr. Purinton is out with the Board and that the latter have it in for some of the professors.²⁰

As disclosed in the report of the 1907 legislative investigation committee, the University had reached another crisis in its history. Among other things, the average number of students taught by each professor was near the minimum for the principal state universities of the country; the enrollment, except in one or two subjects, had declined over a period of years, the grand total for 1908-09 being almost 200 less than for 1906-07; and a part of the endowment, aggregating about \$117,000 in 1907, was invested in "speculative and hazardous securities" in violation of both state and federal laws. Of all the organization units, the College of Agriculture alone received approval. It was handicapped, however, by inadequate facilities, particularly a demonstration farm, the purchase of which was recommended.²¹ The report carried a veiled criticism of recent salary increases of from five to ten per cent and recommended that no buildings be either constructed or repaired until a general plan for expanding the physical plant had been developed and approved.

Fortunately, better days were ahead. The new system of assessing and taxing real property put into effect in 1904 was proving satisfactory; in 1908 determination of the educational policies of the state-maintained institutions of learning was vested in one board of regents; and in 1909 the control of finances and buildings was vested in a board of control. About the same time, the Carnegie Foundation came to the rescue by making state universities eligible to its benefits. Thus the regents were able to retire Professors Brooke, Douthat, and J. S. Stewart, and the way was paved for other obviously needed changes.

Among persons who joined the faculty in this period of uncertainty were Dr. Madison Stathers (1906) in the department of romance languages in the capacity of instructor to assist Assistant Professor C. C. Holden following the resignation of Dr. Andre Beziat de Bordes; Dr. O. P. Chitwood, who in 1907 succeeded Dr. W. L. Fleming as pro-

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fessor of European history; Dr. J. A. Eiesland, who came from the U. S. Naval Academy in 1907 to be professor of mathematics in succession to Professor J. S. Stewart, retired; Dr. A. M. Reese, who in 1907 succeeded J. B. Johnston as professor of zoology; J. L. Sheldon, who since 1903 had been professor of bacteriology in the College of Agriculture and bacteriologist for the Experiment Station, to be professor of botany and physiology in the Arts and Sciences College; and F. B. Trotter, brother of Regent Trotter, from 1890 to 1903 "Professor" in West Virginia Conference Seminary and from 1904 to 1907 Professor of Latin in West Virginia Wesleyan College, to be professor of Latin in succession to Dr. Douthat.

Together with a few kindred spirits who had joined the faculty in the previous decade and a few who joined it later, most of the additions of 1907 were scholars. Their chief concern was therefore in maintaining academic standards. As they worked more or less concertedly and as they were dominant in their respective spheres for about a quarter of a century, they came to be known throughout the state as "the Old Guard." Their attitude was perhaps adequately reflected in a unanimously approved opinion of the committee on classification and grades for June 29, 1909, to the effect that the University could not give proper work for the Ph. D. degree and that it should not therefore be offered. Their greatest failure was in not developing graduate work. In this they were motivated too much by inferiority and poverty complexes, either of which was suicidal. The members of the committee on classification and grades at that time were F. B. Trotter, C. Ross Jones, J. N. Deahl, A. J. Hare, and J. M. Callahan.

Apropos of these data, the department of education of the Arts and Sciences College requires special mention. Shortly after the resignation of T. C. Miller to become state superintendent of free schools on March 4, 1901, J. N. Deahl, a graduate (1889) from Peabody Normal College in Nashville, Tennessee, who in 1893 had earned an A. M. degree from Harvard University and from 1893 to 1898 had been principal of the West Liberty State Normal School, was elected to succeed Professor Miller in the University, but with the rank of "Assistant Professor of Education". The following year he was made associate professor and the next year professor. During the ensuing six years, he was the only regular teacher in the department. After the manner of President Raymond, he used visiting lecturers to enrich its offerings in the Summer School.

Among the special lecturers used by the department of education were Sarah E. Griswold of the Chicago Normal School (1903-07); Dr. R. G. Boone, Editor of *Education* (1904-05); Dr. Nathaniel Butler of the University of Chicago (1905); Dr. C. A. McMurry of Northwestern Illinois Normal School (1905, 1907); Professor P. H. Hanus of Har-

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vard University (1906); Earl Barnes, former Professor in Leland Stanford University (1907-08); Professor M. V. O'Shea of the University of Wisconsin (1908); Professor S. T. Dutton of Teachers' College, Columbia University (1908); Clara Mabel Wheeler of Horace Mann School, Columbia University (1908-09); Hon. J. L. Hughes of Toronto, Canada (1909); and M. P. Shawkey, State Superintendent of Free Schools of West Virginia (1909). In like manner, use was made of the Educational Conference, which, beginning in 1903 at the suggestion of Professor J. H. Cox, met in Morgantown for two days while the Summer School was in session for the discussion of selected topics.

Despite evidences of progress, the status of the University was far from wholesome in 1909. In the failure to develop the social sciences, following 1901, its vision had been circumscribed. By adhering to an economy policy in a determined effort to make an inadequate physical plant adequate, the physical growth had been stunted. Remedial action awaited the formulation of an approved building program which no one was actively trying to develop and powerful interests were trying to keep from developing. To accommodate an enrollment which increased from 755 in 1901 to 1,338 in 1909 only 19 new members had been added to the faculty, and the maximum salary for a full professor was only \$2,200. With little or no scientific direction in the public interest the native forests had been exploited; in a like manner the crude oil development had reached its zenith; and an effort to provide scientific direction for coal mining had culminated in scandal. The University was thus in the anomolous position of a prisoner of regional conservatism in a national Progressive Era.

7. STUDENT ACTIVITIES

A. PUBLICATIONS

Like other features of student life, *The Athenaeum*, the student newspaper, was the product of an evolution. First there was the *University Bulletin* published irregularly during 1873-76. Then came *The University Daily* begun in 1877 and published thereafter during the commencement exercises to and including 1896. Beginning March 4, 1887 the student sponsored *Echo*, edited by J. W. Smith, with the assistance of H. C. Ogden, J. A. Jackson, J. L. Roemer, E. P. Rucker, and J. A. Crawford, made its appearance. Although not all that could be desired, this publication was a success financially, and with the opening of the 1887-88 session the Parthenon and the Columbian literary societies voted unanimously to establish a college newspaper.

With that in view each society selected a corps of editors consisting of U. S. G. Pitzer, Frank Snider, and H. H. Ryland, Columbians, and Stuart F. Reed, D. L. Jamison, and J. E. Brown, Parthenons. Pitzer,

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"a gentleman of considerable experience in journalism", was made editor-in-chief, and during the first part of the year, Phil A. Shaffer, the successful manager of the *Echo*, was business manager. The new sheet made its initial appearance on November 3, 1887 and for some unexplained reason was called *The Athenaeum*, which was a success from the literary standpoint but a failure financially.

Because of their financial experiences the literary societies refused to sponsor the student newspaper at the beginning of the 1888-89 session, and it was on the point of being discontinued when J. E. Brown and J. G. Stoetzer took over. Under their editorship and management the publication was a success and continued with like results during 1889-90 under the joint editorship and management of E. H. Vickers and F. W. Clark. Under the joint editorship and management of the later distinguished author, M. D. Post, and C. C. Coffman, the sheet was featured in 1890-91 by a degree of literary excellence.

With both the editor and the manager changing annually, *The Athenaeum* was active through 1893-94, when the regents vested ownership and control in the literary societies. As they declined to assume the responsibility, no issues appeared in 1894-95. In June, 1895, a new board of regents repealed the order of the former board, and *The Athenaeum* was revived in September, 1895, under the joint editorship and ownership of L. L. Friend and H. L. Swisher and appeared regularly thereafter.

Subject to the sole restriction that all matter intended for publication would be submitted to the president of the University, *The Athenaeum*, a bi-weekly, appeared regularly through 1897-98, when, student interest having developed to a high degree, the Student Publishing Association of the University was organized for the purpose of taking over the ownership and control of all student sponsored publications. In keeping with this purpose the regents by an order of June 16, 1902, purchased the student-owned *Athenaeum* for \$100 and gave it to the Student Publishing Association with the understanding that it would be published thereafter under the advisory direction of the faculty committee on publications. At the same time it was subsidized in the sum of \$100 "to pay for advertizing". Any student who subscribed to either *The Athenaeum* or *The Monongalian*, a literary magazine projected in 1898, was a member of the Student Publishing Association.

Forewarned by the failure of *Aurora*, "a first class literary magazine", to carry on beyond the first issue, *The Monongalian* delayed its initial appearance until November, 1902. Under various editors and with the issues varying from three to six numbers annually through eleven volumes, it remained active to March, 1914. It was at its best under the editorship of P. M. Conley who was responsible for volumes ten and eleven. It was thus that he received the initial experience that later made

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him one of the state's best editors. The volumes produced under his editorship contained much of a historical character, especially on the lives of the University presidents.

Under the student publishing arrangement *The Athenaeum* became a regular weekly with the first issue for 1901-02. Thereafter, as previously, the quality of the news sheet varied from year to year as determined by the ability and the character of the editors and the managers. Generally, it was a rather high toned and forward looking publication. Among other things, it urged the alumni to increased activity; in the face of an indifferent and in some cases hostile faculty, it actively espoused "the cause" of athletics; and it even dared to question some of the policies and practices of the faculty and the regents.

This was notably true in 1905, when the editor, J. W. Robinson, protested an alleged tendency on the part of the University "to turn out politicians rather than scholars", as indicated by the fact that the newly inaugurated governor, W. M. O. Dawson, had been asked to make the commencement address. When informed that the invitation was in keeping with a well established usage in West Virginia and elsewhere, Editor Robinson disavowed any intention to criticize the Governor personally, but he deplored the custom of inviting him to be the commencement speaker.

As a consequence of Editor Robinson's criticism the University Council issued an order requiring all original matter for student publications to be submitted to the University Committee on Stationery and Printing "in proof before it is put to the press." By order of the regents the council was in 1909 given control over all student publications and over all selections of editors and managers as well. Despite the fact that these regulations tended to delay publication, they were graciously accepted.

After securing permission from the faculty to publish *The Mountaineer*, a proposed annual, the students had meanwhile established *The Monticola*, instead. The first volume of this publication appeared in 1896 and was dedicated to Dr. I. C. White, who was then attaining the height of fame as a geologist. The volume appeared under the management of W. B. Cutright and the editorship of L. C. Anderson. They were assisted by Geo. M. Ford, J. M. Kunkle, E. B. Stewart, Mabel C. Reynolds, Winifred O. South, J. G. Knutti, L. L. Friend, H. L. Swisher, and Paul McCoy. The first annual contained much historical information and was subsidized by the regents in the sum of \$500. The manager experienced financial difficulties however, and the publication did not appear in 1897 or in 1898, but it was revived in 1899 and appeared regularly thereafter, except in war times.

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B. ORGANIZATIONS

(A) LITERARY SOCIETIES

Until well into the 1890's student extra-curricular activities centered in the Columbian and the Parthenon literary societies. Because they allegedly tended to destroy "the feeling of equality," all other student organizations, except the Y. M. C. A. and the Y. W. C. A., were officially discouraged and in some cases forbidden. In March, 1894, Vice-President Reynolds threatened to disband the regular class organizations. Thus the literary societies had a monopoly of the extra-curricular activities. As such, their annual contests for regents prizes, aggregating \$100, featured the commencement week exercises. As previously indicated, they had a part in launching the student newssheet, and, to the great delight of most faculty members, they were more interested in intellectual than in athletic programs.

By the end of this period the literary societies were however definitely losing power and influence. Generally, the cause was traced to athletics, to Greek letter fraternities, and to a tendency to "hobby riding" on the part of students, but the department of oratory and the dramatic club were doubtless the chief causes. Under the direction of Professor C. Edmund Neil, the former was then training debaters and orators who were winning intercollegiate contests throughout the entire country, and the latter was presenting regular programs. Under such conditions there was no time left for inter-society contests.

To the old educators there was, however, no substitute for the "old time literary society." Accordingly, a determined effort was made to preserve it, but in the preparatory department. For that purpose two additional societies, the Demosthean and the Athenian, were organized in February, 1908, with leading members of the faculty participating. On recommendation of the faculty the regents ordered the preparatory students divided into two equal groups, one of which was required to become Demosthenians and the other Athenians. Failure to comply by attending at least two-thirds of the regular meetings in any term automatically denied the student advancement from one class to another. At the end of this period all four of the literary societies were active and *The Athenaeum* gave space to their programs. With the announcement in 1909 of the discontinuance of the "Prep School," its literary societies ceased to function.

(B) FRATERNITIES AND SORORITIES

The campus beginnings of Greek letter social organizations were somewhat obscure. In 1883 the faculty refused requests to establish such organizations, but Kappa Sigma found its way to the campus in September of that year and functioned sub rosa during three or four years.

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In 1886 it threw off its disguise and ended the commencement week of that year by "a Grand Ball at University Hall". It became defunct soon thereafter and Greek letter fraternities were banned by the faculty until E. H. Vickers, a member of the Columbian Literary Society, was defeated for the presidency of that organization by methods which his supporters considered unfair. They withdrew and effected an organization which on May 23, 1890, became West Virginia Alpha of Phi Kappa Psi, national Greek letter fraternity.

With little opposition from the faculty and sometimes through the secret connivance of a few of its members, other Greek letter fraternities were established in the following order: Phi Sigma Kappa, February 24, 1891; Sigma Chi, May 18, 1895; Phi Kappa Sigma, January 15, 1896; Kappa Alpha, March 10, 1897; Delta Tau Delta, May 24, 1900; Beta Theta Pi, September 15, 1900; Sigma Phi Epsilon, February 25, 1903; Sigma Nu, February 24, 1904; and Pi Kappa Alpha, December 16, 1904. Sigma Nu grew out of the Alfred Guild, an English letter fraternity organized in 1902.

Professional fraternities also had their beginnings in this period. Lex Omega (legal), organized on March 13, 1897, having failed to function, Delta Chi was established on February 22, 1902. A chapter of Kappa Psi (scientific) was installed on November 16, 1908, and a chapter of Theta Psi (engineering) in 1908. The Engineering Society, organized in 1888, functioned regularly thereafter as the oldest professional organization on the campus.

With the establishment of five fraternities and the admission of women to every department of the University, except the military, the "coeds" became sorority minded. For a time the Woman's League, organized in November, 1897, was considered sufficient for their requirements. When it languished during the following year, interest in sororities was revived, and a local group, headed by Willa Hart Butcher, petitioned the faculty for permission to establish a chapter of Pi Beta Phi, national. Following the denial of this request, on November 20, 1899 the group established Kappa Delta, a local. Two other locals followed: Phi Pi Alpha, on Thanksgiving Day, 1899, and Beta Gamma in March, 1900.

The main purpose of these locals was to become nationals, but the first national on the campus was Iota Chapter of Alpha Xi Delta, established on May 8, 1905, by a subrosa group. On June 2 of that same year Phi Pi Alpha (local) became Theta Chapter of Chi Omega, the second national on the campus. On December 22, 1906, Beta Gamma, the first local, became Beta Upsilon Chapter of Kappa Kappa Gamma, the third national. Inter-sorority relations were determined by the Pan-Hellenic Association, founded April 2, 1906.

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(c) CLUBS AND SOCIETIES

Despite opposition of the faculty to student organizations in general and to secret ones in particular, the closing years of this period were featured by the organization of clubs and societies on a large scale. In fact, they became so numerous that *The Athenaeum* in April, 1909, suggested the need for a federation of university organizations. Not including specifically the four literary societies, two Christian associations, several athletic teams, and four class organizations, there were numerous clubs such as the French, the Glee, the Mandolin, the Masonic, the Odd Fellows, the Debaters, the Pennsylvania, the West Virginia Wesleyan, the Democrat, the Republican, the Gossip, the Night Hawk, and even the Hot Air, most of which were short lived. The Woman's League, composed of both sorority and non-sorority girls, was a wholesome force in student life. The English Club was organized on December 7, 1900, but the first initiation and regular meetings were held in February, following. On April 28, 1908, Aurora Grange, No. 372, "the oldest student lodge in the United States," having been organized at Morgantown on June 14, 1876, was reorganized by students and the faculty of the College of Agriculture as University Grange No. 372. Class feeling had meanwhile become somewhat intense and caused upper classmen in 1909 to prescribe the first "Rules and Regulations for Freshmen."

Three additional organizations were each somewhat distinct. Mountain, oldest of these, was founded on June 1, 1904, on a ritual provided by Professor C. H. Patterson and used for years prior thereto by "Tower Cross" organization of Tufts College. It was named in honor of the West Virginia Mountains. Beginning with a select group of juniors and seniors eager to attain high standings, as typified by the surrounding mountains, the organization perpetuated itself in the same manner and, with the aid of a few honorary and associate members from the faculty and the state at large, became one of the most constructive factors in University life. Based on a ritual and ideas provided by Professor J. H. Cox, the Seo Beowulf Gedryht, organized on February 29, 1908, grew out of the desire of four young girls for a greater knowledge of the Anglo-Saxon epic, "Beowulf." Sphinx, a secret honorary fraternity, organized on March 9, 1909, restricted its membership to fifteen representative fraternity and degree men of the senior class. They were chosen on "Link Day" of "Junior Week" in May, 1909, when the retiring seniors each designated a person to carry on during the succeeding year. In like manner the choices were made annually thereafter.

ATHLETICS

Although the "Woodburn Baseball Club" of 1868 was permitted to play scheduled games with teams of nearby clubs, the permission was

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given reluctantly and with the understanding that it would not be regarded as a precedent. Under such conditions athletic sports of any kind did not develop rapidly and such as existed were largely hangovers from the Civil War. But for the Industrial Revolution, they might not have developed at all, for the regents insisted that farmers' sons did not need "artificial exercise." Fortunately perhaps, not all the students were farmers' sons and the "corn fed" among them were not averse to physical contests of the sports variety. Like others, an increasing number of them needed an outlet for what was later called "college spirit." In response to this need early in 1890 several upper classmen adopted a "college yell" and the present college colors, old gold and blue.²²



Courtesy Prof. Fred A. Molby.

THE FIRST UNIVERSITY FOOTBALL TEAM, 1891

Players, left to right: on ground, N. B. Blake and Geo. M. Ford; lower step (south side Martin Hall) Geo. H. A. Kunst, Andrew Price, J. W. Hughes, R. F. Bivens, J. T. Holbert; upper row, Wm. C. Meyer (Manager), A. Brown Smith, Wm. G. Swaney, Gory Hogg, A. E. Boyd, and S. R. Jenkins.

As indicated by a participant, "the adoption of the 'yell' and 'the colors' engendered an appreciable desire . . . for athletic sports," "for," said he, "of what use were the voice and the banner without those stirring events upon the athletic field, which had made Yale and Harvard famous?" In response to the resulting urge, on April 12, 1890, members of the boat and the tennis clubs and of the football and the baseball teams

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organized the West Virginia University Athletic Association with E. H. Vickers as president, C. C. Coffman, secretary, and Wm. C. Meyer, treasurer. The chief purpose of this organization was to solicit funds with which to finance the budding athletic sports. By the beginning of the next year \$350.50 had been raised, and the football and the baseball teams were both equipped and began practice.

With the site of the University overlooking the beautiful Monongahela and the "palatial" passenger packets which then plied its waters between Morgantown and Pittsburgh, many students were at first disposed to find an outlet for their surplus energies in rowing. With the aid of a loan from a local bank a four-oared scull and two skiffs were purchased and rowing teams were formed at once. Had they been able to schedule intercollegiate contests, rowing might have become a major sport at the University. Through the organization of a boat club, W. M. Sivey, an alumnus, '03, tried unsuccessfully in 1909 to revive the sport.

Under the spell of the pen and the enthusiasm of M. D. Post, who in 1890 succeeded E. H. Vickers as president of the Athletic Association, interest in athletics tended to become contagious. This was particularly true of football and baseball, the greatest handicap in each being inability to get competent coaches. After an uneventful season in this manner, R. F. Bivins, who had had experience on the Georgetown College (Washington, D. C.) team, joined the University team in the autumn of 1891, and it found a coach in Professor F. L. Emory of the newly organized department of mechanical engineering, who had had football experience at Worcester Polytechnic Institute and at Cornell University. On November 28, 1891, the team of "giant misfits" developed by them met a team from Washington and Jefferson College in the first intercollegiate game of football played by a University team and the first of a memorable series fraught with both friendship and bitterness on the part of the contestants.

This game was played in a snow storm on the "showgrounds" of what was then South Morgantown, and near the present Baltimore and Ohio freight station. It was witnessed by about two hundred and fifty persons, not all of whom had paid admission and most of whom took an active part in directing the game. Although the score was 72 to 0 in favor of the visitors, indicating perhaps that the home team kept a safe distance from danger, *The Wheeling Daily Intelligencer* deplored the introduction of football "in our State University" and suggested that "the next thing in order will be for the Legislature to establish a hospital in Morgantown." The first University football team was partly financed through the proceeds of "Richard III", an amateur theatrical directed by M. D. Post.

Despite the ardor-dampening defeat at the hands of "W. & J." and the indifferent and even hostile attitude of members of the faculty and

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of the newspaper press, the 1892 football team was kept together, but no games were played. In 1893 a team coached by F. W. Rane of the faculty won against Mount Pleasant Institute and the Uniontown Independents, but it went to defeat before the W. & J. team by a score of 58 to 0. Under the same coach the 1894 team did better, winning two contests: one with Mount Pleasant Institute and the other with Bethany College and losing to the Connellsville Independents, 36 to 0, and to Marietta College, 16 to 6.



THEATRICAL CAST, RICHARD III, 1891-92

The proceeds from this play were used to help finance the first University Football team. The players, left to right: A. Brown Smith, Ed. Mayer, Claude Gore, Melville D. Post (director), Richard Stine, Fred Winshell, Dorsey Stine, C. Earl Vance, Kemble White, and Harry Smith. Not all the players were students in the University.

Under the coaching of Harry McCrory and the captaincy of Wm. J. Bruner the next year (1895) produced "the Great Team". As currently described, it was a product of "native skill and brawn and two weeks of instruction by a coach of limited experience but of a willing heart." In other words, it was largely self-trained. With the later famous F. H. "Hurry Up" Yost playing at left tackle, this team won five games out of six and ended the season with a total of fifty-eight points scored to ten scored against it. The defeat (4 to 0) was at the hands of W. & J. on November 23, 1895, the winning score coming in the last seconds of play. Because of alleged interference, the decision was protested, thus paving the way to bitterness in the subsequent rivalries.

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Because of the spectacular showing of the 1895 team, that for 1896 was provided with a regular coach in the person of T. G. "Doggie" Trenchard, Princeton All-American in 1893. With Trenchard injecting himself into the lineup from time to time, as emergencies seemed to require, and with Yost playing at tackle, the team did not, as expected, win outstanding victories, but the players learned much about football that was turned to advantage later. A feature of this year's playing was the serial schedules: three games with a Lafayette College team, all of which were lost; two with the Duquesne Country and Athletic Club; and two with the Latrobe Independents.

Because of lack of funds, Trenchard was not retained in 1897, and the team was coached by George Krebs, a local boy who had captained the 1896 team which was managed by T. E. Hodges, a member of the faculty. Under their direction the 1897 team played a regular schedule with a creditable showing, but the financial status of the Athletic Association did not permit the retention of Krebs. The services of Harry M. Anderson, Princeton, were available however, and despite a late start due to the term system, the "Snakes", as the West Virginia team was then called, on November 14, 1898 defeated the University of Virginia team by a score of 6 to 0 to win the championship of the South for that year. When word of this victory reached the University, residents joined students in a "thuse" which lasted well into the night. At the same time residents of Charleston, West Virginia, where the game was played, "went wild with joy".²³

Between 1898 and 1903 the future of football at the University was precarious. Prior thereto the expense had been borne almost entirely by a few business men of Morgantown with the deficits left to the manager. As a consequence it was difficult to find a manager. To relieve the situation, the regents were asked to authorize an athletic fee of fifty cents to be paid by each matriculate in the University, but the regents declined to approve the request. In 1899 the team was coached by Louis Yeager, who was also one of the players, and managed by F. M. "Tip" Lardin and Howard Cross, but the record was not impressive. In fact, the four games resulted in two defeats and two victories. The defeats were at the hands of W. & J. by a score of 29 to 0 and of Marietta College by a score of 23 to 5.

In 1900 Dr. J. C. Hill (Yale) of the University faculty developed a team which held the Western University of Pennsylvania (W. U. P., later Pitt) to a score of 6 to 5 in the first game played against that institution, and defeated the Monessen Athletic Club and Ohio Wesleyan University; but the Varsity team went down to defeat before teams representing Marietta College, 19 to 6, Ohio State University, 27 to 0, and W. & J., 22 to 0. The teams for both 1901 and 1902 were coached by former Coach and Captain Yeager and made creditable records, but

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that for 1901 lost to W. U. P., 17 to 0, and to W. & J., 23 to 0. By the use of professionals the "Snakes" held the highly rated Georgetown University eleven to a 5 to 0 score in 1902, but defeats were sustained at the hands of W. & J., 23 to 0, and of Ohio State, 30 to 0. Otherwise the contests scheduled with college teams resulted in impressive victories, that with Washington and Lee (W. & L.) by a score of 17 to 5. With W. & J.'s goal line as yet uncrossed, that objective was however the chief concern of every West Virginia University fan.

With a team coached by H. E. Trout of Lafayette College the long awaited reckoning with W. & J. came on November 23, 1903, when the umpire in the last seconds of a tied score (6 to 6) declared the game forfeited to West Virginia. With the ball in her possession and one foot to go, W. & J. players repeatedly kicked the ball out of the hands of their opponents. Refusing to heed warnings from the umpire to desist, he declared the game forfeited to West Virginia, 6 to 0. Already the contest had degenerated into a free-for-all fist fight which was continued from the playing field to the hotel and resulted in interrupted athletic relations during the ensuing two years.

Because it gave the team and the alumni confidence, the 1903 victory over W. & J. was a turning point in West Virginia University athletics. The holiday in celebration of the event was featured by a bonfire, around which night-shirt clad youths danced and shrieked after the manner of primitive savages celebrating their victories. There were also speeches by the president of the University, by Coach Trout, by members of the faculty, and by townsmen. The first and only "Old Gold and Blue Number" of *The Athenaeum* ever published, proudly announced that, "More general college spirit has never been shown here before in the history of the school". Regardless of the fact that the 1903 team was defeated by an Ohio State team by a score of 34 to 6, it was rated with "the great elevens" of 1895 and 1898.

Despite the "interest" incident to the long sought and eagerly desired 1903 victory over W. & J., football was not yet effectively established at the University. That victory was largely a personal affair between Lewis O. "Bull" Smith and the "Presidents"; the Athletic Association was more than \$400 in debt, a considerable sum at that time; and the campus fraternities were vying with each other in efforts to dominate athletics and other student activities. As a consequence they were divided into two hostile camps which tended to banish that spirit of cooperation needed to produce winning teams. Moreover, there was constant friction between the faculty and the Athletic Association regarding such matters as eligibility and the scholarship standings of players. The covered stadium at the rear of present Reynolds Hall, a \$1,000 gift from former Regent Sturgiss in 1901, was a small harbinger of better things.

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Under these conditions the appointment of A. W. Chez, a graduate of the Harvard School of Physical Training and former director of physical culture and athletics in the University of Cincinnati, to be director of physical training in succession to B. G. Printz, was a fortunate choice. Under his leadership increasing emphasis was given the administration's policy to provide and require physical training for all instead of athletic training for a few; the faculty committee on athletics for the first time became a standing committee; through the appointment of the director's wife, Louise Ferris Chez, former director of physical culture for women in the University of Cincinnati, as assistant director, a departmentalized physical education program was first provided for women students. In January, 1905 the constitution of the Athletic Association was amended to authorize the later coveted "W. V." awards to outstanding athletes and the appointment of assistant managers for the leading sports. Two years later the University was admitted to membership in the National Athletic Association.

Under direction of Professor and Mrs. Chez, beginning in 1905, the Annual Gymnastic Exhibition, featuring calisthenics, a band concert, and Swedish folk dances, became "the biggest athletic event of the season." The Athletic Association had meanwhile set about paying its indebtedness; spring and early autumn football practice were introduced; the Gymnasium was used for winter baseball practice; for the first time in the history of the institution a basketball team played a regular schedule; and the winter term of 1905 marked the beginning of gymnastic exhibitions with both women and men participating. Of this and other phases of the program the student newspaper said:

Another feature of athletics during the fall term was the Fall Field Day. This was a starter toward the development of field athletics. It was followed by the indoor meets of the winter term under the supervision of the director. Systematic training was kept up throughout the winter with a view of putting good men on the track at the beginning of the spring term, and early in the season cross country runs were added. New equipments were being purchased for the track season, while men were being developed in too many ways to mention. In the spring the developed men were put in training both in exercise and in diet for the intercollegiate meet. A preliminary was held and candidates for this event chosen. The victory over Marietta followed. It was our debut in track athletics and a brilliant one it was indeed.²⁴

As usual with such ambitious programs, failures to win spectacular results brought criticisms and involved the Athletic Association in debt. To relieve it intercollegiate basketball was temporarily abolished, and, at the request of students and of Professor T. E. Hodges of the faculty standing committee on athletics, the regents in 1907 authorized the collection of an athletic fee of five dollars from each regular student: two for the fall term, one for the winter term, and two for the spring term. To the same ends responsibility for all intercollegiate contests was in

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February, 1908, vested in a graduate manager who was a member of the staff of instruction and responsible only to the faculty committee and the director of athletics. These measures failing to relieve the situation to the satisfaction of all, the entire athletic setup was altered by order of the board of regents in a special meeting held in October, 1908.

Between 1890 and March 8, 1901 University athletics was almost entirely the concern of the Athletic Association acting through a committee composed of students, but on the latter date the association committee was enlarged by the inclusion of two faculty and two alumni members. Under the general supervision of a faculty committee, which in 1904 became a standing committee, the Athletic Association was the determining influence until October, 1908 when, in the interest of efficiency and harmony, the regents established the Athletic Board of Control of ten members: five faculty, composed of the standing committee on athletics, and five students elected by the three upper classes and consisting of two seniors, two juniors, and one sophomore. This board was given full authority in "all matters concerning athletics", and that year it employed a graduate manager, T. B. Foulk, '08, to take charge, thus reducing somewhat the responsibilities and duties of the director of physical training who was however left in charge.

Intercollegiate sports had not been neglected meanwhile. Because of the indebtedness of the Athletic Association and of the fact that Director Chez was an all-round athlete, no coach was employed in 1904, and against his wishes, responsibility for the football team fell to him. Moreover, the schedule was unusually pretentious, including initial games with both the University of Michigan and Penn State. Although each of these games was lost, that with Michigan by the largest score ever recorded against a University team (130-0) and that with Penn State by a score of 53 to 0, the Varsity Team ended the season on the World Exposition ground at St. Louis with a 6 to 5 victory over Washington University of that city and with five other victories to its credit.

In keeping with Director Chez's recommendations, he continued to direct athletics but with the aid of a football coach, an arrangement that was adhered to to and beyond the end of this period. For two seasons, 1905 and 1906, the coach was Carl Forkum of Pennsylvania State, whose 1905 team had only sixteen points scored against it and lost only to Penn State and by a score of 6 to 0. Among the victories was that over the University of Kentucky (45-0). The 1906 team lost to Pitt (17-0), to Penn State (10-0), and to W. & J. (29-6), and despite the fact that it won the last five contests of the season, that with West Virginia Wesleyan by a score of 54 to 4, Coach Forkum was not retained. He was succeeded by Clarence Russell of the University of Chicago, whose team won six of its ten contests and lost to the Navy 6 to 0,

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to Pitt 10 to 0, and to W. & J. 13 to 5. Incidentally, it piled up a total of 236 points to 38 for its opponents.

Coach Russell was succeeded by C. A. Leuder of Cornell, who was also an instructor in dairying. With the aid of Director Chez and Graduate Manager Foulk, he developed a team in 1908 that held the University of Pennsylvania to 6 to 0, Penn State to 12 to 0, and Pitt to 11 to 0 scores and won each of its other contests, that with Bethany College by a score of 47 to 0. Of the contest in Philadelphia a newspaper of that city said, "The West Virginia team was composed of strapping big fellows, who fought desperately for every inch of ground." Under the same management and mentorship results of the 1909 season were somewhat less favorable than those for 1908, including defeats by the University of Pennsylvania (12-0), Penn State (40-0), and W. & J. (18-5), but Pitt and Bucknell were held to tie scores, and West Virginia Wesleyan was defeated (49-0).

College baseball had meanwhile grown in favor. With Wheeling trained J. W. "Jack" Glasscock leading the National batters in 1890, and with Jesse Burkett, also Wheeling trained, leading them in 1895, in 1896, and again in 1901, West Virginians, regardless of their rural background, tended to have something of a vested interest in baseball. Since 1892, when the University sponsored intercollegiate baseball contests with Waynesburg and Washington and Jefferson colleges, there was no season when it did not have a baseball team. There was only one intercollegiate contest in 1893, and it was sometimes necessary to play athletic clubs and high schools to provide a schedule. Beginning in 1902 only institutions of college grade were scheduled. Moreover, the University team for that year won all the scheduled games and supplied several players for professional leagues. By the end of this period there was a "Second Baseball Team", and most of the classes and the fraternities had teams.

The changing order was a stimulus to other forms of athletics. Basketball first introduced in 1898, was an inter-class sport until 1904, when an intercollegiate schedule of seven games was played. The team was coached by J. A. Purinton, who was also the manager. With A. W. Chez as the coach, basketball was a regular intercollegiate sport in 1905-07, but the results were not impressive. In 1908 the manager, J. H. Jenkins, again did the coaching, but the sport was abandoned that year because of inadequate playing quarters.

Beginning in 1890 lawn tennis was played regularly, and there was a tennis club during the remainder of this period. For the most part, tennis was a faculty game. Field and track games were introduced in 1898. Beginning in 1905 field days were held annually in June, and on May 22, 1909, University students participated in the Fourth Annual Championship Field and Track Games Contest of Western Pennsylvania, Eastern

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Ohio, and West Virginia held at Schenley Park, Pittsburgh. For years before the coming of the automobile coasting on "Calamity Jane," a large improvised sled, was a favorite winter sport. As indicated elsewhere, Director Chez, beginning in 1905, went far with the development of an intramural training program. But for the later war demands and the all-consuming interest in intercollegiate athletics, particularly football, such a program might have been effectively established in this period.

8. MISCELLANEOUS

A. COEDUCATION

If the Methodist and Presbyterian leaders who launched the University could have had their way, it would have become coeducational at once and without much, if any, discussion of the subject. The president and the faculty favored coeducation, and as usual the public was either indifferent to or accepted it as a matter of course. In conformity with these attitudes, in 1871 young women residents of Morgantown, of the proper age, were officially permitted to attend courses taught in the University, provided they had the permission of the instructors and provided they had no opportunity to pursue the same courses in any other Morgantown school, presumably the Female Seminary. A number of young women were enrolled under this arrangement, and their rights were not seriously questioned until "the Virginians" began to have representation in the faculty and in the regency. To meet the resulting situation, in 1874 Professor Fred W. Wood organized private classes in German and French for ten young women who had asked for admission to his classes.

By 1876 the objections to admitting women to regular University classes had become so uncompromising that Acting-President Scott found it necessary to inform a parent wishing to enter his daughter that "the doors of the University are closed against one-half of the youth of the state." Because of the great changes then being brought about in society by the division of labor and by the invention of labor-saving machinery, he regretted this necessity. To remedy it he recommended a readjustment of women's sphere in the existing educational system. He therefore asked the regents to consider coeducation "in the light of its own merits, and not in the darkness of the prejudice supposed to exist against it."²⁵

More urgent matters prevented President Thompson from following up this recommendation, but the Rev. John S. W. Dean, an alumnus, '74, brought the subject again to the attention of the regents. The interest thus aroused reached the legislature which in 1881 defeated a proposal to make the University coeducational. Contrary to the wishes and the expectations of "the Virginians," this did not settle the matter, for in a short time the University community was divided into two semi-hostile camps which in an equally short time embraced the entire state. The op-

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position, having meanwhile attained complete control of the faculty and of the regency, had the advantage however, and, with the aid of kindred spirits in the legislature, it resolved to thwart all efforts to substitute "the half-civilization of the Northwest for the civilization of the Atlantic seaboard" in West Virginia.

A chief argument of the opposition was the alleged impossibility of enrolling young women in the absence of suitable housing quarters. To meet this objection, as well as to further "the cause," Mrs. James R. Moore, Principal and Owner of the Morgantown Female Seminary, offered to donate it to the state, provided she were permitted to collect the customary charges for room and board and to continue her music and art school, and provided furthermore that she were made University matron at a salary to be determined by the regents and herself. In support of this offer T. E. Hodges, an alumnus, '81, then employed as the principal of the Morgantown public schools, headed a group of students, including Seminary girls, one of whom he later married, in a personal appeal to the regents. Already Professor Wm. P. Willey had admitted three or four Morgantown girls to his classes in history.

These developments brought into the limelight factors which doubtless had more or less bearing on the situation. Among other things, Regent Lucas, who was also a delegate in the state legislature, accused the Rev. Dean, one of the chief proponents and a former professor in State College of Pennsylvania, who had received a Ph. D. degree from Boston University, traveled and studied abroad, and got himself elected in 1884 as a delegate in the legislature from Upshur County, of a desire to make a place for himself on the faculty of the University and of possible ulterior purposes. About the same time Dr. S. S. Adams, a prominent alumnus of the class of '75, advised the regents to discontinue the premature discussion of coeducation and take care of Mrs. Moore by giving her a regular place on the University faculty. In this way she would not be subjected, as proposed, to men "her inferiors in intellectual ability, as well as in the ranks of educators."

At this juncture, the University administration, headed by Chairman Berkeley, resolved to do something about the matter. Among other things, it censured Professor Willey for his independent course and then laid the matter before the governor of the state. In reply to the numerous demands for positive action the faculty took refuge behind the action of the legislature refusing to make the University coeducational. Professor Willey continued however to admit "young ladies" to his classes, and other faculty members and some of the students became equally bold and defiant. The student enrollment had meanwhile declined from 159 in 1882-83 to 96 for 1883-84, and, as in the past, coeducation was urged as a means of sustaining the enrollment.

The legislature was thus forced to reconsider the matter. For that purpose N. B. Scott of Ohio County introduced a bill in the senate, which was approved with little opposition. But it was otherwise in the house of delegates, where the measure met uncompromising opposition from a minority of the committee on education led by Delegate Lucas. The chief reasons were lack of dormitory facilities "for the reception of young ladies", lack of funds for putting into effect such a fundamental change, and a desire to await the results of an investigation then being made by the regents with respect to the matter. Both Delegate Lucas and Delegate Gilkerson of Hampshire County, registered their opposition to coeducation "under any circumstances."

In the course of the debate which followed the opponents made a point to the effect that the Morrill Act, out of which the University had grown, did not contemplate the education of females, inasmuch as its purpose was to provide a practical education in "agriculture and the mechanic arts, and strictly enjoins the teaching of military tactics." The act of the state legislature accepting these conditions was therefore a contract which could not be altered without the consent of both parties. In reply, the proponents, led by H. C. McWhorter of Kanawha County and the Rev. Dean, claimed that Section 2 of the Morrill Act required the teaching of "such branches of learning as are related to agriculture and the mechanic arts." The act was therefore all embracing and the exclusion of any class or group violated its provisions.

On February 20, 1885 the coeducation bill was defeated in the house by a vote of 33 to 30, and Delegate Lucas at once wrote Chairman Berkeley of the faculty to that effect. In doing so he expressed the hope that its friends, having been twice defeated in the legislature, would give the state a rest. If they did not, he had resolved to "get up a memorial to establish a college east of the Alleghenies" and to petition the legislature to allocate to it one-half of the University endowment fund and one-half of the annual appropriations. Such propositions could, he thought, have been carried in the current legislature. He was sure that they would be sustained by a large part of the state, for the Democratic party had declared against coeducation by an overwhelming and almost unanimous vote. So far as he was personally concerned he was determined "that our state University shall not clothe herself in the cast off rags of the Northwestern civilization."

The University having abandoned the faculty chairmanship and other phases of the Virginia system, the regents were in 1885 seriously considering admitting "the young ladies of the state" as a means of recouping it. Without exception the private and denominational schools of higher learning then being established, were coeducational; in 1881 the legislature had made an appropriation to Storer College which since 1876 had maintained a boarding hall for Negro girls; and Professor

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Wiley carried the fight to the state at large. In his lecture on "There's a Woman in it", he maintained that woman had led the vanguard of civilization, and he deplored the injustice of a non coeducational policy to the man whose children were all girls. Through the activities of Professor S. B. Brown and others the subject had meanwhile become a favorite topic for oration and debate in teacher's county institutes.

Under such conditions coeducation became a favorite topic for oration and debate in the literary societies of all the institutions of higher learning in the state. Of all such efforts that in the Parthenon Society of the University for a gold medal offered by Doctor Henshaw of Martinsburg, was the most effective. It was won in 1885 by R. A. Armstrong, a senior, who spoke in favor of "Coeducation in West Virginia." With a convincing array of statistics he defended such a policy on the score of expediency and closed with a peroration that was applauded throughout the state. The medal award was worn by the winner until women were admitted to the University.

The sentiment thus produced tended to overwhelm the Bourbon Democrats and thus to allay the opposition to coeducation. Accordingly, the question resolved itself to one of time and place. In view of these facts and the certainty of the matter being discussed approvingly by the legislature, President Turner, in June, 1889 recommended that the regents decide upon some conservative policy that would not excite the hostility of many persons. As his wishes in the matter were evident, the regents without further delay ordered the collegiate departments of the University opened to "female students."

In compliance with this order the faculty authorized the admission of women who had completed the courses offered in the preparatory school or their equivalents. They were also permitted to satisfy these requirements by examinations, or they might be admitted conditionally to the following collegiate classes: Latin, Greek, mathematics, history, physics, chemistry, junior English, anatomy, zoology, and botany. In order to enter classes in history they were required to be of sufficient age and cultural attainments "to pursue the subject profitably." In view of the fact that a number of young women had distinguished themselves in Professor Wiley's history classes, this requirement was somewhat arbitrary. It was perhaps designed to meet the claim that the coeds learned history by rote after the manner of the parrot.

In conformity with these requirements ten women, seven of them residents of Morgantown, enrolled in the collegiate department of the University in 1889-90, which, in the absence of suitable residence quarters, was considered a good attendance. As the matriculates maintained standards, President Turner, in a report dated June 4, 1890, said, "The admission of ladies seems to have been a successful experiment, as far as it has gone. They have demonstrated their ability to do as thorough

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work as the young men. Their influence has been wholesome on the young men. I see no reason for making changes in the present regulations."

Despite this approval, only six women enrolled in the following year, but the number increased to thirty-five in 1895-96. The catalogue for that year contained a full page cut entitled "A Bevy of Coeds", and "ladies" were that year admitted to the College of Law, "the same as gentlemen." The first woman to be graduated was Harriett Lyon of the class of 1891. The first woman to receive a law degree was Mrs. Agnes J. Morrison of the class of 1895.

The opposition to coeducation having been allayed by experience, the regents, on the recommendation of President Raymond, ordered "that the preparatory school, and the school of music and fine arts be opened to all students without distinction to sex." The announcement of this order on October 14, 1897 was greeted with applause, for "once again it permitted women to study on the site of Old Woodburn Seminary", a goal to which they had long striven. Confirming this approval, the enrollment of women increased to 112 for 1897-98. In his report for that year President Raymond said, "The admission of women to all departments of the University has been productive of great good in many ways."

Reluctant to concede the merits of coeducation, Regent J. F. Brown fought it persistently. Beginning in 1891, he did not permit a single regular meeting of the regents to pass without calling for a recorded vote on a motion to abolish coeducation in the University. More than once he lacked only one or two votes of carrying his point. Failing in this, on June 10, 1897 he tried to gain approval of an order for its gradual abolition. When forced to recognize it as an established policy, he sponsored an order creating a department of domestic science for the purpose of teaching "good cooking and scientific housekeeping." The order was approved and President Raymond was instructed to find a suitable person to head the department thus created.

B. THE ALUMNI

To and including 1880 annual catalogues carried a complete alumni record, and one-half or more of the alumni returned regularly to participate in commencement exercises featured by contests between the Columbian and the Parthenon literary societies and for several years by a "convivium." With the beginning of the presidency of the Rev. J. R. Thompson in 1877, the convivium became the "Alumni Gathering." Chief interest was however in the Alumni Banquet which was arranged from year to year by D. B. Purinton of the faculty. If held on the campus, the banquet was either in the Armory or in the literary society halls on

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the third floor of Preparatory, now Martin Hall, and if down town in the Wallace House, as in 1879.²⁶

Under the inspiring leadership of President Thompson the "Gathering" had other than festive interests. The 1879 meeting "set about the creating of a sinking fund for the purpose of securing an alumni hall at some time in the not distant future." The 1880 Gathering was a joint session with the "Press Gang and many other distinguished gentlemen of West Virginia," who joined alumni in discussing "the Propriety of Admitting ladies to the privileges of the University."

At the end of the faculty chairmanship interregnum (1885) the "ties that bind" did so "in name and not in fact," and newspapers reported that the "Alumni Gatherings did not amount to much." Aroused by such publicity President E. M. Turner was largely responsible for the organization of the Alumni Association. Through it he hoped to secure alumni representation on the board of regents and in the state legislature, but Professor Purinton took advantage of the resulting enthusiasm to make sure that the Alumni Banquet would cease to be a burden on the faculty. For that purpose he moved that a committee, chairmanned by Professor I. C. White, be appointed and instructed to raise and invest a banquet fund of not less than \$2,000.

Presidents of the Alumni Association from 1886 to 1906 were: J. S. Stewart, '77, (1886-87); M. L. Temple, '73, (1887-88); B. S. Morgan, '78, (1888-89); T. E. Hodges, '81, (1889-90); M. H. Dent, '70, (1890-91); Waitman Barbe, '84, (1891-95); J. H. Stewart, '82, (1895-97); A. G. Dayton, '78, (1897-99); J. F. Brown, '73, (1899-1900); M. H. Dent, '70, (1900-03); J. R. Trotter, '91 (1903-05); and D. M. Willis, '99, (1905-06). Alumni secretaries for the same period were J. H. Hawthorne, '77, (1886-88); Frank Snider, '88 (1888-90); J. S. Stewart, '77, (1890-93); R. A. Armstrong, '86, (1893-1902); Waitman Barbe, '84, (1902-06); D. M. Willis, '99, (1906-12).

With the election of a new president of the University in 1895 the Alumni Association again took on new life. Among other things, it urged the regents "to put a personal representative into the field to advance the interests of the University." In response they made Waitman Barbe field agent. Through his activities branch associations were organized in Chicago, Pittsburgh, and Philadelphia, and in Wheeling, Parkersburg, Huntington, and Charleston. At the same time law alumni organized "a permanent association," of which W. B. Cornwell of Hampshire County was the first president.

Following the presidency of Waitman Barbe the Association languished with little interest in anything, except the Alumni Banquet which was then attended by "everybody who was ever in any way connected with the University" and also by persons interested in getting a good meal at less than cost. Thus it ceased to be an alumni affair and became

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the "University Dinner." Under such conditions, *The University Daily*, a friendly sheet devoted largely to memoirs of campus celebrities and published regularly since 1877 during the commencement exercises, ceased to appear with the 1896 issues.

Election of Dr. D. B. Purinton, an alumnus, to the presidency of the University in 1901 arrested temporarily the moribund status of the alumni. With Mrs. Peabody of the Peabody Hotel as the caterer, the Armory, completed in 1902, was an attractive place for both the Alumni Dinner and the Commencement Ball which was revived following the departure of President Raymond. Moreover, the dinner speakers were above the average in drawing power. This was notably true of the speaker for 1901, M. D. Post, '92, West Virginia's greatest native author. Something of his popularity was indicated by the fact that 270 guests sought admission, whereas provision had been made for only 170. In the absence of the president of the Association the banquet was presided over by a prominent alumnus, that for 1902 being President Purinton and that for 1903 being J. R. Trotter who was that year elected president. That year the class of 1873 held a reunion which was attended by six of the thirteen graduates and addressed by J. T. Harris, '73, of Ritchie County, who had addressed the Alumni Association in 1887.

These practices were continued to 1906, when, in the interest of economy and alumni fellowship, a movement was launched to make the University Dinner an alumni affair. Revival of interest in intercollegiate athletics was also a factor. The Athletic Association was then in debt and the "spirit" aroused by the memorable victory of the football team over the Washington and Jefferson team in 1903 was waning. The Alumni Association was accordingly reorganized in 1906 with Judge Frank Cox, '83, of Morgantown as president, and D. M. Willis, the retiring president, as secretary-treasurer. President Cox's successors in this period were A. G. Dayton, '78, (1907-08); Judge T. P. Jacobs, '74, (1908-09); and G. S. Laidley, '76, (1909-10). Professor Willis was secretary-treasurer to 1909, when W. H. South, 1900, was elected treasurer, but Willis was retained as secretary. At this time "Alumni Night" and the "Alumni Baseball Game" became features of the commencement exercises.

With the organization of the Alumni Association in 1886 the catalogue for that year contained an alumni record, and alumni were asked to keep it up to date by providing J. H. Hawthorne, '77, of Kansas City, Missouri, with their addresses, occupations, and other pertinent data. At the same time it was announced that alumni records would be published triennially thereafter, and they were thus published to and including 1896-97, when the number of graduates totaled 224. To supply the ever increasing demand for information, Professor Waitman Barbe of the faculty compiled a biographical record to and including 1903, which

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was published in volume form. This volume contained also histories of Monongalia Academy and Woodburn Seminary, together with names and dates of service of members of the University faculty prior to 1904. In 1908 the regents appropriated \$1,000 to pay Professor Barbe for compiling another record, but it was not published, if indeed it was compiled.

C. THE CADET CORPS

A survey of the history of the cadet corps for the years preceding 1880 will be helpful in presenting its history for this and subsequent periods. As established by Brevet-Colonel J. R. Weaver, a Civil War veteran and professor of mathematics and military science, in 1867 the corps was composed of the entire student body, but only twenty-two of its members were "state cadets" entitled to receive free books, tuition, and stationery. Beginning in 1867 instruction was given through the "Military Department" in infantry, artillery, and cavalry tactics; the use of sword, bayonet, and foil; ordnance, gunnery, military engineering, and the science of war. There was a volunteer labor corps and a drum corps of eight pieces. The honor system was in effective operation, and merit might be rewarded by membership in the "First and Second Five," the first honorary organization on the University campus. In the absence of an armory, students were given free access to military stores, and rifles and equipment were stacked in the hallways and in private boarding houses. All drills were on "the Circle" between present Science and Martin halls and were popular because they provided physical exercise and were believed to develop mental alertness. When he retired in 1869, Colonel Weaver called attention to the need for a suitable armory and recommended that drill be made compulsory for all students.

In 1869 Brevet-Captain H. H. Pierce of the U. S. Army was detailed commandant of cadets and served in that capacity to 1875. As he found it "exceedingly difficult . . . to make good soldiers of un-uniformed recruits," Captain Pierce recommended that the drills be restricted to uniformed and regular cadets. Fortunately for his purpose, the number was increased in 1873-74 to 36 and in 1875-76 to 39. Completion of the Armory, the central portion of the present Agricultural Experiment Station, in 1873 at a cost of about \$4,000 provided a storage place for rifles and about \$5,000 worth of ordnance from the War Department, including two light twelve pounder guns and fifty breech-loading muskets. On January 16, 1873, a signal station was established for the benefit of commerce, agriculture, and science, and Sergeant T. L. Watson of the regular Army was detailed to take charge of it. Captain Pierce was the first official to recognize "distinguished cadets." Something of his efficiency and popularity was indicated by the fact that he was permitted to remain at the University five years, two more than the customary length for such assignments.

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In the next five-year period the commandants were Lieut. E. T. C. Richmond, U. S. A., (1875-Jan. 1, 1878); Lieut. J. M. Ingalls, U. S. A., (Jan. 1, 1878-79); Major T. S. Snyder (1876), a retired soldier; and Major W. O. Ison, U. S. A., (1879-80). As the Army officers had been entirely satisfactory, the appointment of Major Snyder was somewhat disturbing. It was made because of the fact that Maryland and West Virginia constituted a single district and because there were not enough regular officers to supply both of them, and it was Maryland's turn. Prior to Major Snyder's service the cadets had been organized into two sections, but he consolidated them into one. On Major Ison's recommendation the number of cadets was increased to 99, thus making it possible to increase the number of cadet officers from four to eight and the incentives to work for preferment. Beginning in 1871, it was necessary for a cadet to make a general average of seven in a possible scale of ten to remain in the corps. Otherwise he received a dishonorable discharge.

Between 1880 and 1897 the state took little interest in the cadet corps, other than to exploit its advantages. Nevertheless, this period witnessed many changes of interest. In 1880-81 the corps was first organized into companies with J. H. Stewart as Captain of Company A and T. E. Hodges as Captain of Company B. A regulation effective September, 1882, requiring volunteers to agree to remain in the service two years, eliminated them entirely. In 1883-84 the corps was organized as a battalion with R. Armstrong as first lieutenant and R. A. Armstrong as ordnance sergeant. In 1886 the number of cadets was increased to 104, eight from each of the thirteen senatorial districts; the two companies were in 1887-88 expanded into three; in 1892-93 the corps had its first cadet major in the person of Wm. C. Meyer, and the two company organization was restored. In partial compliance with recommendations of a committee of college presidents of the National Association of Agricultural Colleges and Experiment Stations, in 1893 the corps became a part of the "School of Military Instruction and Physical Training." As a result students were required to take either military instruction or physical training. In this way the current objections to compulsory military training, raised from time to time since 1867, were overcome.

The greatest concern was however for suitable storage and drill space. The Magazine built in 1882 on the site of the present Heating and Lighting Plant to replace a smaller one built in 1871, sufficed for the storage of ammunition, but there was not sufficient space for guns and for drill in bad weather. In 1889 the Armory, built in 1873, was enlarged by a southern extension for the uses of the Agricultural Experiment Station which thereafter encroached upon the preserves of the cadet corps. In rainy weather the corridors of Woodburn Hall were used for drill, but with the completion of Commencement Hall in 1893, the corps shared the basement with those who used it as a gymnasium.

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Because commandants and other cadet officers were detailed on a population basis and because it was reported in 1888 that the University was "nothing more than a smart country school," for a time it was feared that it would lose its "military professorship," or commandant of cadets, who was allegedly on the point of being detailed to the Virginia Military Institute at Lexington which, it was claimed, had four times as many cadets as the University. Pressure was brought to bear however and the commandant, Lieut. J. L. Wilson, was retained one year beyond the customary assignment.

The commandants of the 1880-1897 period, together with their accomplishments, were Major J. McM. Lee, (1880-84) who trained both T. E. Hodges and R. A. Armstrong and contributed effectively to the efficiency of the corps; Lieut. J. L. Wilson, 4th U. S. Artillery (1884-88), who advanced the instructional standards; Lieut. E. S. Avis, 5th U. S. Infantry (1888-91), who introduced regular weekly inspections in lieu of irregular and spasmodic ones; Lieut. F. DeW. Ramsey, 14th U. S. Infantry (1891-95), who reorganized the corps after the pattern of the Regular Army and thus gave it a high degree of efficiency; and Captain C. C. Hewitt, 19th U. S. Infantry (1895-98), who aided President Raymond in his successful move to have the state assume greater responsibility for the corps. In December, 1897, Captain Hewitt was incapacitated by an attack of pneumonia, and Lieut J. A. Lockwood, 4th U. S. Cavalry, was detailed to carry on his work until the end of the year. After having been raised to school status in 1895 the courses in military training and tactics were restored to departmental status in 1897. This organization was retained to 1904 when the school status was restored, but it was abandoned again in 1908 for the departmental plan. The cadet corps was meanwhile under close federal supervision which was followed up by annual inspections, usually at commencement time.

In 1897 the legislature increased the number of authorized cadets to 144 and made its first appropriation for the purchase of uniforms. At the same time it made the corps "a part of the West Virginia National Guard, subject to such order as the Commander-in-Chief may order". In pursuance of these acts the board of regents renewed its order exempting cadets from the payment of fees and allowing them free tuition, books, and stationery and for the first time gave them free uniforms. They also constituted the corps "the public guard of the University and the public property belonging thereto." Subsequently it was organized as an infantry battalion with a separate artillery detachment; infractions of discipline were dealt with by courtmartial; and in 1894-95 it was divided into sections based upon military proficiency and length of service. Moreover, effort and merit were rewarded by a number of devices including publication of the names of the three most distinguished cadets in the official U. S. Army Register, the awarding of gold and silver medals for

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special excellence, and commissions to officers in the National Guard of West Virginia on a basis of equality with other officers of corresponding grade and rank.

Because the regular Army officers were detached for service in the Spanish-American war, Col. R. E. Fast of the First Infantry, West Virginia National Guards, and the regular faculty, was detailed in 1898 as acting commandant of cadets. A number of officers and privates who had received training in the corps had enlisted in the regular Army. Among the former were Lieut. Col. C. L. Smith and Major P. A. Shaffer of the First West Virginia Volunteers; H. R. Smith of the line officers had been Captain of Company "D"; H. A. Eaton, later commandant of cadets, was a second lieutenant; and M. Mansfield Neely, former corporal of Company "D", enlisted as a private.

In September, 1900, Major J. M. Burns, U. S. Army, replaced Col. Fast as commandant of cadets and served in that capacity until September, 1907, when he was succeeded by Captain H. A. Eaton. Largely because of interest aroused by the Spanish-American war, the 1899 legislature had appropriated \$10,000 for an armory which was located on the eastern end of the campus facing the parade ground and completed in 1902 at a total cost of \$27,964.44. Soon thereafter the cadet corps was enlarged to 225, and in 1904 the work in military science and tactics was again raised from departmental to school status. At the end of this period an annual appropriation of \$5,000 was available for cadet uniforms, books, and stationery. Cadets were still exempt from the payment of tuition, and the cadet band was one of the finest in the country.

Although students desired a cadet band and a drum corps had functioned from time to time since 1869, it required the experiences and the tempo of the Spanish-American War to make the band a reality. As organized in January, 1901, it was directed by Walter A. Meterzat, a Spanish-American War veteran, who had taught band music in the University in 1897 and seen service as a band director in the Philippines. As director of the University Cadet Band during the ensuing forty years, he came to be familiarly known as "Zat." Members of the band were volunteer cadets, who received the same allowances and exemptions as the state cadets and were governed by the same rules and regulations. Regardless of these inducements the band did not grow perceptibly until after World War I. Soon thereafter the membership rose to sixty, and the organization grew in favor. More than anything else, perhaps, it brought zest and spirit to University athletics and to the cadet corps. It was also the life of state occasions such as the inaugural parades for incoming governors.

While memories of the Civil War lingered the military department of the University was an attractive feature. Townspeople and visitors witnessed the cadet drills, and on special occasions they were conducted

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at the intersection of present High and Walnut streets in conjunction with detachments of state militia. On some of these occasions the cannons—four steel and two brass—were drawn from the Armory to the main campus elevation, where the University community and visitors eagerly witnessed efforts to hit targets in and along the river below. Prior to 1886 the cannons were hauled over a dirt road to Grafton for a part in the annual Memorial Day exercises. Following the coming of the railroad in 1886, the cadets had a part in these exercises both at Grafton and at Uniontown, Pennsylvania.

D. WEST VIRGINIA GEOLOGICAL AND ECONOMIC SURVEY

Although the need for a state geologist was indicated in 1864 by Governor Arthur I. Boreman and the possible benefits of such an agency were indicated from time to time thereafter by J. H. Diss Debar, Professor J. J. Stevenson, Professor I. C. White, Governor J. J. Jacobs, and others, it was not until February 26, 1897, that the legislature authorized a state geological and economic survey. While this action was in part a response to the desires of non-resident capitalists eager to make safe investments in the "Mountain State," it was in a larger way a product of scientific knowledge and of enlightened statesmanship. Because of its inadequacy, the \$3,000 first appropriated for the survey was a great disappointment to those who visualized the needs and the possibilities.

Fortunately, the commission established at the same time was an ex-officio one composed of the governor, the state treasurer, the president of the University, the president of the state board of agriculture, and the director of the Agricultural Experiment Station, who functioned regardless of salaries. At their first meeting they designated Morgantown as the headquarters of the proposed survey and named Dr. I. C. White to direct it. At the same time Professor S. B. Brown of the University faculty was made part-time assistant geologist and asked to prepare a bibliography on the geology and the economic resources of the state.

Both Professor Brown and Dr. White were well prepared for the work assigned them. Beginning in 1875 the latter had been an active collaborator on the Second Geological Survey of the State of Pennsylvania; beginning in 1882 he used the University annual catalogues to publish his "Notes on the Geology of West Virginia"; about the same time he made notable contributions to the anticlinal theory of oil and natural gas accumulations; and for years he had worked in close collaboration with his former professor, J. J. Stevenson, with Leo Lesquereux, Fossil Botanist of Columbus, Ohio, with J. P. Lesley, State Geologist of Pennsylvania, and with Professor Wm. M. Fontaine of the University of Virginia but formerly of the University of West Virginia. Professor Brown completed his assignment in a scientific report which was printed in booklet form.

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In his first report, that of December, 1898, Dr. White indicated that true meridians had been established at each county seat and that Volume I, entitled Petroleum and Natural Gas, of a proposed series was in process of preparation. At the same time he outlined the scope of the work to be done. As then indicated, it included also Volume II, Coal; Volume III, Clays, Limestones and Cements; Volume IV, Iron Ores, Building Stones, Glass Sand, etc.; Volume V, Forests and Plant Life; Volume VI, Animal Life; Volume VII, Geology of the State; and Volume VIII, Paleontology of the State. Under Dr. White's guidance this program was completed to and including Volume V and under modified titles the others and additional volumes were published by his successors.

Despite the size and the importance of this program, the 1899 legislature failed to make an appropriation for the uses of the commission. Fortunately it was not abolished, and Dr. White was willing to forego his salary of \$2,000 and serve the state without pay, so long as his services were desired. The regents of the University were also willing to provide office space free of charge to the commission. As Dr. White continued to serve it in the capacity of state geologist without pay and as the University continued to provide office space free of charge, the survey became a permanent resident of the University plant but not a part of it. During the first two years of its existence it used Dr. White's private office in a small brick structure at the rear of his residence.

The 1901 legislature was more generous in its appropriation of a total of \$37,500 for the uses of the commission in the 1901-03 biennium, and the work of publication, as outlined by Dr. White in 1898, was resumed. In 1903 the biennial appropriation was increased to \$41,500, and the survey act was amended so as to permit the commission to accept aid and advice from the United States Geological Survey. It was thus able to launch a topographical and geological survey that required three decades for completion. From beginning to end the mapping crew was composed entirely of federal employees, but approximately one-half of the cost, aggregating \$1,826,600.69 in 1948, was borne by the state government.

Although most West Virginians appreciated the work of Dr. White in widening their knowledge of geology and in paving the way for the development of their natural resources, many of them regretted that his services could not have been performed under different conditions. As state geologist without pay, serving only in his spare time, he was admittedly without responsibility. On the other hand, the numerous mutual advantages were generally admitted. Moreover, there was no rule governing his subordinates in the matter of giving out information gathered while in the employ of the state and of the federal governments.²⁷

Because of the possibilities under such conditions, an investigating committee of the 1907 house of delegates recommended the appointment of a responsible all-time superintendent and the formulation of such rules

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to govern the work and findings of the survey as would "secure to the public all the rights to which it is entitled." Nothing was done, however, and Dr. White was state geologist until his death, November 25, 1927. As such he was criticised from time to time, but he nevertheless endeared himself to most West Virginians as "The Grand Old Man." He was certainly that to the scores of young men who trained under him as geologists and carried the knowledge thus gained to the four quarters of the globe. Most of his work as a commercial geologist was done for persons and interests not residing in West Virginia or interested in her resources. That for Brazil in 1904-06 in surveying her coal fields was notable.

As head of the survey Dr. White attained international recognition, and in 1908 he made one of the principal addresses before the White House Conference of Governors called by President Theodore Roosevelt to discuss plans for the conservation of natural resources. He was president of the Association of American State Geologists from 1913 to 1915 and a delegate to the International Geological Congress in St. Petersburg, Russia, in 1897 and again in Paris in 1900.

In the order of their service Dr. White's successors were: David B. Reger, assistant geologist in charge, to October 2, 1929; C. McC. Lemley, state geologist, to March 7, 1930; Reitz C. Tucker, assistant geologist in charge, to June 30, 1930; James D. Sisler, state geologist, to October 1, 1934; and Paul H. Rice, state geologist since October 1, 1934. Reitz C. Tucker was acting state geologist from June 27, 1943 to November 14, 1945, while Dr. Price was on military leave.

Accomplishments of the survey included mile-to-the-inch topographical, geologic, and soils mapping of the state by counties; the first relief map of any state in the Union based upon one-mile-to-the-inch topographic surveys; and numerous special reports on coal, oil, gas, clays, limestones and cements, iron ores and building stones, mineral springs, manganese, deep-well records, salt brines, rock salt, and forest and wood industries. The work of the survey was accomplished in three rather distinct periods: that extending roughly from 1897 to 1912, which was directed to preliminary studies; that from 1912 to 1934 which saw the completion of the work in general stratigraphy and topographic mapping; and that from 1934 to 1949 characterized by a program designed to examine more specifically the geology and the physical and chemical properties of the state's natural resources. As stated by State Geologist Price, "we are now in, . . . the stage of adapting our resources to their highest use in harmony with economic principles."

In 1948 the survey functioned under direction of the Geological and Economic Survey Commission staffed by State Geologist, Dr. Paul H. Price, the assistant state geologist, two assistant geologists, four chemists, a spectroscopist, a librarian, and the usual clerical help. The president of

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the University was a member of the commission which functioned in close cooperation with the University department of geology, as indicated by the fact that they exchanged services as suited their respective needs. As in the past, the results of their researches were published in voluminous reports which were used extensively and served as models for other state publications.

The story of the growth, as well as the general inadequacy, of the physical plant of the University, was told in its makeshift arrangements for housing the Geological and Economic Survey. Until the death of Dr. White most of the business correspondence was conducted in his private office. About that time the business office was transferred to the Chemistry Building where it remained until 1942 when it was moved to quarters of its own in the newly completed Mineral Industries building. Offices of subordinates and the library were in the Old Library, present Administration Building, to 1926 and the laboratory work was done in the Agricultural Experiment Station. In 1927 they, too, were moved to the Chemistry building and in 1942 to the Mineral Industries building.

THE STATUS, 1909

The status of higher education in West Virginia was set forth on June 20, 1901, in a commencement day address on "The Educational Needs of Appalachia" by Dr. W. J. Holland, Director of Carnegie Institute and former Chancellor of the Western University of Pennsylvania. Appalachia was an improvised state embracing West Virginia, Western Pennsylvania, and Southeastern Ohio and a population greater than that of ten states and territories "that might be named." As indicated by Dr. Holland this area was then served by only two universities and eight small colleges with plants having a total value of \$3,675,000 or less than one dollar per capita. At the same time the plants of the higher educational institutions in the eastern half of Pennsylvania alone represented an aggregate value of almost \$55,000,000, and the per capita expenditure in Illinois, a comparatively new state, was vastly larger than that in Appalachia.

From his study of such statistics, as well as from his own personal observations, Dr. Holland was "prepared to say, without fear of having the statement successfully challenged, that there is no other community of equal population and equal resources in the world in which so little proportionately has been done to advance the cause of higher learning as represented in the activities of the college and university." In view of the fact that West Virginia and Western Pennsylvania had provided the bulk of the funds to build the University of Chicago, Pratt Institute in Brooklyn, the palatial hotels that then covered Florida, and scores of institutions in other states, the neglect of the regnant mind in the region whence this wealth came was marvelous, even anomalous.

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As Dr. Holland saw it, the "crying necessity" was an awakened interest in the importance of higher education, in the under-paid professors and instructors who were engaged in teaching the sons and daughters of men and women who were racially among the best people in the world, and in the agony of economy in which those who had charge of the work, dwelt continually. As a partial solution of the problem in West Virginia he suggested that the newly appointed state tax commission recommend to the legislature that it lay a depletion tax on coal and oil to be used for the erection and maintenance of higher educational institutions. Thus years of plenty might, he thought, provide against the years of want which he predicted "will surely, though slowly, come."²⁸

Dr. Holland's statements regarding West Virginia can be verified by official data. For instance, the report of the United States Commissioner of Education for 1897-98 indicated that there was then only one person in every 1,361 West Virginians enrolled in college or a less number than in any other of the states except Mississippi (1,601), Arkansas (1,521), and Alabama (1,387). The ranking states were Georgia (1,358) and Florida (1,296). Moreover, only eleven resident West Virginians, five male and six female, were doing graduate work within the State. Results of an investigation for 1910-11 indicated also that less than half as many West Virginians as Ohioans, on a percentage basis, attended college.

Governor A. B. White would have remedied this situation by establishing at least six additional private or denominational colleges, distributed "with due references to existing normals and other academical institutions." In this recommendation he was influenced by the example of Ohio which, with about four times the population of West Virginia, had "eight to ten times as many institutions of collegiate character." On the other hand, State Superintendent of Schools J. R. Trotter, thought the standards of the existing institutions should be raised, for "several institutions . . . do not give their students more than the preparatory work required by the average college, yet they confer the degree of Bachelor of Arts or Bachelor of Science with as much gusto as the leading colleges of the land."

This was however a transitional period: Out of a "sovereign faculty" and its autonomous colleges there developed a strong executive and subordinate faculty; beginning with a few organizations, so many developed as to suggest the need for some federating agency; with no annual allowances from the federal government in 1880, it had a large part in financing two land grant colleges in 1909; whereas most teaching was formal discipline at the beginning of the period, the new education was in increasing favor at the end thereof; thanks to the influences of outside contacts, honorary degrees, naively conferred prior to 1897, were regarded with suspicion thereafter; sporadic and sophomoric student publications became regular and potent; agrarian exercises and amusements gave way to or-

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ganized athletics, products of the new industrial order; and evangelical orthodoxy made concessions to modern science. However, as indicated by Dr. Holland's and by other data, West Virginians were "not yet a college-going people."

NOTES

Chapter VII Part Two

1. State documents, notably the governors' biennial messages, contained extravagant statements about the wealth of the state and its uses. In 1882 Wm. L. Wilson, President of the University, said, "While admitting her [West Virginia's] present poverty, the State may justly look forward to the day not very remote when her resources are to make her surpassingly rich." Board of Regents, *Bien. Report* (1880-82), p. 32.
2. Superintendent Butcher encouraged A. W. Frederick, Superintendent of Preston County, in his effort to preserve its historical records, and Superintendent Butcher's "List of Books Adapted to School Libraries" emphasized history and biography. State Supt. *Bien. Report* (1882-84), pp. 13, 17. Together with J. F. Cork, B. S. Morgan was the author of *History of Education in West Virginia* (1893); V. A. Lewis wrote on various phases of state history and was better known as a historian than as an educator; the biennial report of J. R. Trotter for the period 1898-1900 contains biographical sketches of the state superintendents from 1864 to 1897, inclusive; and his successor, T. C. Miller edited a *History of Education in West Virginia*, first published in 1904 and revised in 1907.
3. The first attempt was by the West Virginia Historical and Antiquarian Society, organized on January 30, 1890 by J. P. Hale and V. A. Lewis. The second was by the Trans-Allegheny Historical Society, organized on June 19, 1901 by R. E. Fast, Hu Maxwell, and about eighty other residents of the northern and eastern parts of the state. The former issued a number of annual reports in the 1890's and from and including January, 1901, to April, 1905, it published the *West Virginia Historical Magazine*. Beginning with October, 1901, and ending with October, 1902, the latter published the *Trans-Allegheny Historical Magazine*, a quarterly. From January to August, 1892, V. A. Lewis edited and published the *Southern Historical Magazine*, a monthly. West Va. Department of Archives and History, *Report*, (1906), pp. 17-20.
4. Wm. K. Woolery, *Bethany Years*. See also B. S. Morgan and J. F. Cork, *History of Education in West Virginia*, pp. 246-248; A. R. Whitehill, *Hist. of Ed. in W. Va.*, pp. 142-145; and M. P. Shawkey, *West Virginia: In History, Life, Literature, and Industry*, Vol. II, pp. 13-18.
5. Dr. I. C. White, "Open Letter," in *Morgantown Daily New Dominion*, Feb. 25, 1901; Board of Regents, "Minutes," Jan., 24, 1881; Faculty "Minutes," Jan. 14, 1881; *ibid.*, Feb. 4, 1881; *ibid.*, March 11, 1881.
6. Wilson, *Diary*, June 1, 1882; Wm. L. Wilson, Letter of August 11, 1883, to *Wheeling Register*, which was also printed in pamphlet form; Board of Regents, *Bien. Report* (1880-82), p. 27.
7. Board of Regents, *Bien. Report* (1882-84), pp. 39-40; Wilson, Letters to *Wheeling Register* (Pamphlet), p. 9; *Wheeling Daily Intelligencer*, Jan., 27, 1883; *ibid.*, Jan. 30, 1883; *ibid.*, Feb. 1, 1883; *ibid.*, June 26, 1883; *Spirit of Jefferson*, June 26, 1883.
8. W. L. Wilson, *Diary*, June 14, 1883; Board of Regents, "Minutes," July 29, 1884.

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9. Board of Regents, *Bien. Report* (1886-88), pp. 17-18; *The Athenaeum*, Jan. 10, 1889; *Wheeling Daily Intelligencer*, June 11, 1888.
10. Brown, "Life of Dr. Israel C. White" in *West Virginia History*, Oct., 1846; "Notes on the Geology of West Virginia" by Professor I. C. White, in W. V. U., *Catalogue*, (1882-84). For biographical sketch of Professor S. B. Brown see, *The School Journal*, Nov., 1926. For contribution to the Anticlinal Theory see I. C. White, "The Anticlinal Theory of Natural Gas," in Geological Society of America, *Bulletin*, III, p. 205; I. C. White, "Oil and Gas Development," in West Virginia, *Bluebook* (1916), pp. 496-521.
11. In a letter to Governor Fleming dated March 2, 1891 Professor R. C. Berkeley said, "Amid the many stirring times I have been through here I have never seen the whole Board of Instruction so wrought up as now." In defense of certain professors he continued: "The only objection that can be raised against these Professors is that they have opinions of their own." Governor A. B. Fleming, "Letters and Papers."
12. As indicated by the following from the *Charleston Evening Mail* for June 17, 1893, the action of the regents in discharging the president and the faculty was approved in the state at large: "Matters at the University have been cast into a pretty mess. *The Mail* has the kindest feeling for the trained and able head of the institution, but it appears that the faculty of the school is all split up and the sooner the Board of Regents settles the trouble by firing the whole lot, the better it will be for the welfare of the school."
13. Results of the Hopkins researches were published as a bulletin of the Agricultural Experiment Station (No. 56, 1899), entitled "Report on Investigations to Determine the Cause of Unhealthy Conditions of the Spruce and Pine from 1880-1892."
14. *The Athenaeum*, May 26, 1896; *ibid.*, April 28, 1898.
15. For 1900-1901 the fellows and their respective fields were A. W. Porterfield, German; Eleanor Brown Moreland, domestic science; T. L. Atkeson, agriculture; Alberta C. McVicker, English; Jannette Eva Carter, Romance languages; Clarence Poe, history; Geo. W. Conley, physics; and H. H. Parke, zoology. *The Monticola*, Vol. IV. p. 12; *The Athenaeum*, May 20, 1899.
16. Board of Regents, "Minutes," June 13, 1901; Board of Regents, *Bien. Report* (1900-1902), pp. 7-8; *Daily New Dominion* (Morgantown), June 15, 1901. For biographical sketch see *Dominion-News* (Morgantown), Nov. 28, 1933, and for "Tribute to Dr. Purinton" by Hon. John W. Davis see *Morgantown Post*, Nov. 29, 1933. Dr. Purinton died November 27, 1933 at the age of eighty-three.
17. *The Monticola* (1901), Vol. IV, p. 54; *The Athenaeum*, Feb. 25, 1892; *The School Journal*, May, 1897.
18. For historical sketch of "The University Summer School" by Dr. D. B. Purinton, see *The Athenaeum* (special number), June, 1908. See also W. V. U., *Alumni Quarterly*, March, 1923.
19. *The Athenaeum*, Sept. 26, 1907; *ibid.*, Oct., 1907; *The School Journal*, April, 1907. Episcopal Hall was the property of the Protestant Episcopal Diocese of West Virginia, which had about \$23,000 invested in it. Bishop George W. Peterkin had tried unsuccessfully to have J. N. Camden take it over and endow it as "Camden Hall." "Camden Papers," in W. V. U., Library.

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20. W. L. Fleming to C. H. Ambler, June 10, 1907; *ibid.*, June 18, 1907.
21. As a committee of one, Regent E. M. Grant invested about \$40,000 of the endowment funds in bonds of the Morgantown and Kingwood Railroad (\$26,500) and in bonds of the Masonic Temple (Charleston). W. Va. Leg., Inv. Com. (1909), *Report*, p. 482. Most of these bonds were redeemed at maturity, but the University Land Grant Endowment had fallen to about \$100,000 in 1935. State Board of Control, *Report* (1910-1912), Vol. II, pt. II, p. 58; H. A. Holt, Attorney General, *Report of Opinions* (1935-36), pp. 102-104.
22. Wm. C. Meyer (1893), "Early Athletics," in *The Athenaeum* (special number), June, 1908; D. A. Christopher, "History of West Virginia University Football," in W. V. U. *Alumni Quarterly Bulletin*, Dec., 1935; Wayne Schwartzwalder, *A History of Inter-Collegiate Football at West Virginia University* (M. A. Thesis, 1940).
23. *The Monticola* (1899), pp. 123-124; *Alumni Quarterly Bulletin*, Dec., 1925.
24. *The Monticola* (1904); *ibid.*, (1905); *The Athenaeum*, June 7, 1905.
25. Regents, "Minutes," June 20, 1876. See also J. M. Callahan, *History of West Virginia: old and new*, Vol. I, pp. 661-669; *The Athenaeum*, April 30, 1907; *ibid.*, May 7, 1907; *ibid.*, May 22, 1907; *ibid.*, May 28, 1907.
26. *The West Virginia Journal of Education*, June 18, 1879; *The West Virginia University Daily*; Morgantown *Weekly Post*, June 18, 1881; *ibid.*, June 19, 1880; *ibid.*, June 21, 1879; *The Athenaeum*, Nov. 21, 1931.
27. State Geological Survey, *First Bien. Report* (1897-98); *The West Virginia Engineer*, March, 1948; Lloyd L. Brown, "The Life of Dr. Israel C. White," in *West Virginia History*, Oct., 1946; David R. Reger, "The Life of I. C. White," in *The Black Diamond*, Dec. 10, 1929; West Virginia Leg. Inv. Com., *Report* (1909), p. 499.
28. This address was published in pamphlet form and also as a supplement to West Virginia University, *Catalogue* (1902-03). It gave momentum to a movement sponsored by Col. R. E. Fast for the organization of the Trans-Allegheny Historical Society which was organized on the day the address was delivered. *Wheeling Daily Intelligencer*, June 21, 1901.

CHAPTER VIII

THE NEW EDUCATION, 1909-1929

PART ONE: ELEMENTARY AND SECONDARY

INTRODUCTION

IN THE interest of economy and efficiency the 1904 legislature amended the state tax laws so as to require the assessment of general property at its actual value, and authorized equalizations by county boards and the state tax commissioner. Though these laws were not strictly complied with, total taxable property values (real and personal) increased from \$218,336,270 in 1900 to \$673,450,886 in 1906, which did not include \$209,093,725 additional on corporations. Incidentally, school revenues increased, and that too despite the fact that a state levy of ten cents for teachers in 1904 was entirely eliminated by 1907. Additional district levies were authorized from time to time, and taxable realty which, beginning in 1909, was assessed annually instead of decennially, continued to increase in value. More and more revenues were thus available; teachers' salaries were advanced after World War I; "commodious" school buildings dotted the countrysides; high school buildings, some of which cost around a half million dollars each, adorned the cities; and city superintendents, with greatly augmented salaries, were monarchs of all they surveyed.¹

The mind and purpose of the period was, however, best expressed by Stephen B. Elkins in letters to his friend, Johnson N. Camden. On July 8, 1900, Camden was urged to abandon the "Bryanites", and three weeks later the reason for such a course was given more at length in a letter which said, "The next twenty-five years will witness a fight in this country to maintain the integrity of property; assaults against it are coming, both in Congress and in State Legislatures every day; somebody must stand up and fight". In conformity with this program, West Virginia had already joined New Jersey in the market-place for charters for corporations and made a point of asking few or no questions about their character. For that purpose, the secretary of state of West Virginia, carrying the Great Seal of the state with him, had gone to New York City in 1890 and opened temporary sales quarters in a downtown hotel, where, at "the lowest prices," he issued charters to "all and sundry who wished them."² Under such conditions suggestions of progressive systems of taxation, such as that on incomes then coming into general use, were squelched in the making.

With a view to economy and efficiency, the unification and centralization of administration agencies was effected on a grand scale. For

instance, the legislature in 1908 established a state board of education of six members, including the state superintendent of free schools ex-officio. This board was directed to take over the duties of the state board of examiners and, in addition thereto, to prescribe a course of study for the public schools, including the intermediate and the high schools; to define the relations of each school to the others; and to "prescribe and publish the branches in which applicants for primary teachers' and high school teachers' certificates shall be examined."

In 1909 the duties of the boards of regents of the University, of its preparatory branches at Keyser and Montgomery, of the State Normal School and its branches, of the West Virginia Colored Institute, and of the Bluefield Colored Institute, six in all, were vested in one state board of regents of five members, including the state superintendent of free schools, authorized to determine the general educational policies of these institutions and to coordinate their work. At the same time management and direction of the business affairs of all state maintained buildings and institutions, including those for educational purposes, were vested in a bi-partisan state board of control of three members. The state superintendent described these acts as "the crowning glory of the state educational system."

In line with the same tendency and in keeping with a recommendation of the state school code commission of 1918, the state board of regents, the state board of education, the state book commission, and the state vocational board were abolished in 1919 and their duties were given to one bi-partisan state board of education of seven members, including the state superintendent of free schools. Beginning in 1921 it was the practice to have at least one woman member. With the aid of an executive secretary who functioned through the state department of schools and was until near the end of this period director of vocational education, this board was given general control of the policy determining functions of all state maintained educational institutions. It was also vested with authority to direct and control teacher training in all public institutions and in private and denominational institutions as well, to prescribe minimum standards for courses of study, to approve plans and specifications for public school buildings, to adopt textbooks to be used in the districts and in cities and towns of less than 3,500 population, and in general to determine and direct the educational policy of the state. To assist the board in its functions with respect to Negroes the act authorized the creation of an advisory council to the state board of education consisting of three resident Negroes, one of whom was to be state supervisor of Negro schools.

Having thus attained that unity of control for which leaders had long striven, the state board made earnest efforts to place education on a "progressive" basis. The period was therefore featured by surveys and

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studies, the results of which were published in manuals and reports. With "The Manual of the Course of Study for Elementary and High Schools" published in 1909, and revised and republished from time to time thereafter as a guide, the high school manual was revised in 1921 and printed under the title, "The Course of Study for the Junior and Senior High Schools." With a survey of state educational institutions made in 1917 under direction of the executive secretary of the state board of regents as a guide, Dr. L. V. Cavins of the University made a "School Survey of Type Counties," which was published in 1923 by the state department with an introduction by Dr. C. H. Judd of the University of Chicago. Primarily to meet requirements for membership in the North Central Association of Colleges and Secondary Schools, L. O. Taylor of the state department published in 1926 a bulletin entitled, "Standards for Classifying High Schools," and the same year Professor L. F. Roberts of the University published a pamphlet on the "Organization, Administration, and Courses of Study of Junior and Senior High Schools."

Other publications of the state department included "Programs for Special Days in the West Virginia School Calendar" (1925), edited and compiled by J. D. Muldoon; "The Teacher and the Library" (1925), by L. D. Arnett of the University Library; "Teacher Training in West Virginia" (1925), prepared by Robert Clark and, in revised form, reprinted three years later under the title "Training and Certification of Teachers in West Virginia"; "A Definite Proposal to Equalize Educational Opportunity" (1925), by E. L. Bowman and Dr. L. V. Cavins; and "The Financing of Education in West Virginia" (1926), by the same authors.

These publications commanded the attention of the General Education Board of New York City, and beginning July 1, 1926, Dr. L. V. Cavins was made director of a state bureau of investigation and statistics with his salary and necessary expenses provided for five years. It was largely through his aid and direction that the Survey of Education of 1927-28 was undertaken and carried to a successful conclusion. This work was made possible through a legislative appropriation of \$20,000, which was supplemented by \$15,000 diverted from institutions of higher learning. The findings were published in four volumes of "condensed, scientific information regarding education in West Virginia."³

Alarmed by the increasing cost of public education, which more than trebled in the half decade ending in 1925, conservatives expressed concern openly. Abetted by temporary depression conditions and by a general conservative reaction, they checked the trend to increased expenditures for public education. Some of the publications of this period were therefore for the studied purpose of arresting reaction by appeals to self-interest and to state pride. By overworking an alleged inferiority

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complex some of the findings made for despair. Generally, the results made for progress.

World War I effected a number of changes, among them the platoon system, an experiment to meet overcrowded conditions in classrooms. Because of its inherent educational values, it was retained after the school building program had been partly attained in the 1920's. The normal training high school, an emergency measure to relieve a teacher shortage, was fortunately shortlived. The trend toward practical curriculums was however permanent. Among accompanying changes, vocational agriculture was in 1917-18 again placed in the high school program; vocational home economics was also given a place there; manual training and industrial arts were organized in departments; and the need for the study and the practice of thrift received attention.

Like the preceding period, this one was transitional. For instance, personal initiative and exemplariness tended to give way to group activities and teaching techniques; the new school of educators superseded the old school in leadership; the school law was revised to conform to theories and practices of the former; teacher certification tended to be a matter of training rather than of ability to pass written examinations; as teacher training became general the old time county institute all but ceased to function; administration tended to be professional rather than political; supervision became general in the city systems; under the leadership of Superintendent Ford a beginning was made at shifting the burden of school costs from local units to the state; in several places small district schools were consolidated; emerging from the high school stage, the state normals first became standard normals, then state teachers colleges; and with the centralization of administrative and policy determining functions, the state capital tended to become the educational center of the state. Running through it all there was a tendency to emphasize human values as indicated, among other things, by the use of improved methods and facilities for instructing the deaf and the blind and by the change in the name of the "Reform School for Boys" to the "Industrial School for Boys."

THE LEADERS

Cleavage between the old school and the new school educators featured this period with former devotees of discipline pioneering the way to the new order. Through the teachings of Thorndike, Giddings, Butler, Dewey, Kilpatrick, and the McMurrays, they embraced the new philosophy with all the eagerness and confidence of slaves newly emancipated from bondage. Flaunting the lessons of experience, many of them were convinced that they had found a royal road to learning.

A pioneer in this discovery was Professor J. N. Deahl of the University, who, at the age of forty-seven, earned a doctorate from Teachers'

College of Columbia University. Soon thereafter he became the "militant Doctor," but prior thereto, as a teacher in the public schools and as the principal of the West Liberty State Normal School for five years, he had been a disciplinarian of the first order. In this he went so far as to commend students who committed textbooks verbatim without knowing their meaning. Moreover, he carried discipline into his own private life, in that he refrained from the use of tobacco, which he loved, in order to be an exemplary teacher.⁴

Like the Apostle Paul, the "militant Doctor" threw former practices to the winds in pursuit of the new light. Attracted by his militancy, by the possibilities of the new education, and by the current appeal to progress, most of the younger generation and many of the older rallied to his leadership. With the public interested as never before in education, with school officials generally eager for guidance, and with the old school educators blissfully self-confident and cautiously inert, the new school soon dominated the situation. The state board of regents and both the old and the new state boards of education were controlled by it.

Dr. Deahl was a member of the old state board of education and his friend and protégé, J. F. Marsh, was executive-secretary, first of the state board of regents and then of the new state board of education. A cautious diplomat, Marsh did much to shape the policies and actions of these boards. Both he and Dr. Deahl worked in close cooperation with State Superintendent M. P. Shawkey, who from 1909 to 1919 was president of the state board of regents, from 1919 to 1921 of the state board of education, and during 1915-16 of the department of superintendents of the National Education Association. In response to their influence and the general trend the 1915 legislature required twenty hours of education for certification of high school teachers and school supervisors.

Generally Negro educators followed the patterns set by white leaders, but some of the former developed resourcefulness in dealing with their own problems. This was notably true of Wm. W. Sanders, born at Figgboro, Virginia, October 16, 1874. Surmounting the handicaps of a poor elementary and secondary education, he earned three degrees from Lincoln University. Thus equipped, he came to McDowell County, West Virginia, in 1909, where he taught school for four years and was associated with M. T. Whittico in editing and publishing *The McDowell Times*. In 1913 he was appointed state law librarian and in 1915 state supervisor of Negro schools on a part-time basis. At the same time he became associated with the Colored Institute at Institute and, in the course of four years, was largely responsible for raising it to collegiate status. As chairman of the advisory council to the state board of education from 1919 to 1933, he helped to assure its success, but his own contributions were on the elementary and secondary levels. He made ex-

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MORRIS P. SHAWKEY
1909-1921

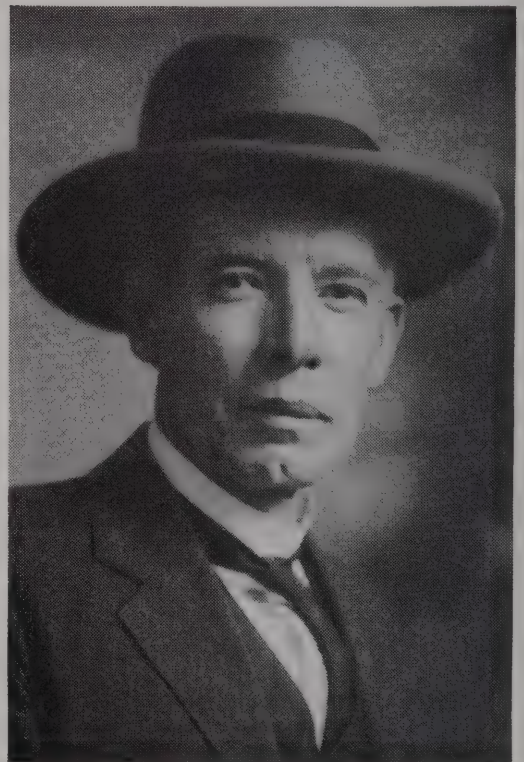
State Superintendent of
Free Schools

pointive boards and to fill vacancies in important administrative and teaching positions. With Superintendent Shawkey a member of the state board of public works, a state budget system adopted in 1918 temporarily increased the power and the influence of the educators, and under leadership of his successor, Geo. M. Ford, the legislature tended to assume financial responsibility for a state program of public education.

The philosophy of the new school educators affected their private as well as their professional lives, for some of them went so far as to accept a contention to the effect that children should be allowed to follow their natural impulses, even when

tensive use of parent-teachers organizations and was largely responsible for the State Congress of Colored Parents and Teachers. He was president of the latter from its organization in 1923 to 1938 and the executive secretary from 1938 until his death, December 27, 1947.

Generally, state and local officials were products of the school of discipline, but their penchant for the winning horse, together with their personal friends among the new leaders, caused them to endorse their objectives and their methods, even if they did not always understand them. Under the masterful leadership of State Superintendent Shawkey, the new school leaders were able to determine the personnel of ap-



GEO. M. FORD
1921-1929

State Superintendent of
Free Schools

they led to such unconventional acts as throwing biscuits at each other over the dining table. About the same time teachers were openly and avowedly throwing off the restraints of puritanism and tending to solve their teaching problems, and their personal problems as well, through a mastery of human psychology and of teaching techniques. To those thus imbued, the conventional graces and circumspect "manners" which had characterized teachers and supposedly contributed to their influence and usefulness, tended to become superfluous.

The resulting attitudes toward the so-called "vices" were destructive of puritanical habits and attitudes. Blissfully ignoring the scores of resolutions in which teachers had condemned the "cigarette evil," they themselves, in increasing numbers, became addicts to it. They then directed their crusading efforts against the intemperate use and the illegal sale of alcoholic beverages. Despairing of efforts to curb the home brewers and the racketeers in the days of prohibition, they joined the repealers and directed their reforming attacks against uncensored movies. In a short time they were, however, frequenting "the movies," even on Sundays—for their educational value.

Meanwhile the old school educators continued to insist upon making learning "difficult enough to develop character through mastery of worthwhile problems." In pursuit of such a course, they generally objected to giving high school credits for vocational courses and to their use for college entrance. They also insisted upon a knowledge of Latin for advanced work in the sciences, in law, and in medicine. Because of the strangle hold of the new educators on the various controlling bodies, the old educators maintained a studied silence which on opportune occasions, such as the "Faculty Row" at the University in 1926-27, expressed itself in vehement and personal language.

Influenced by their own experiences in the hard school of discipline and failing to appreciate the contributing effects of an unfavorable environment and retarding traditions, the new educators tended also to eschew the past and to fix their thoughts on the new theories and practices which were then flitting before them like jack-o-lanterns. Instead of reading and studying authentic history, they showed a preference for debunkers and the muckrakers. They thus became somewhat hostile to established institutions, and some of them developed marked leanings to the left.

The indifference, in some cases aversion, of the new school educators to things historical extended to the history of education. Although it was an important professional subject in the Transition and although a native West Virginian, F. V. N. Painter, had prepared a widely used textbook on the subject,⁵ it was all but omitted from the offerings of the teacher training schools. Having thus cast their historical anchorage overboard, the leaders, in their zeal for change and reform,

were free to shape their course in conformity with such of the numerous educational philosophies and practices then current as suited their personal notions and fancies.

On these points it is recalled that a fundamental feature of their philosophy, as expressed by the "militant Doctor," was to the effect that the welfare of any institution, such as the church or the school, would need to be waived when it clashed with the welfare of an individual.⁶ History tended consequently to be studied from the personal appeal standpoint. When attention was given to Ancient, Medieval, and Modern history, it was to brief periods and the work was otherwise sketchy and superficial. But that was not objectionable. Ideas were the goal.

The records are equally informing with respect to mathematics. On the score that knowledge of fractions, the decimal system, cube root, etc., was useless, required instruction in these subjects was all but eliminated from study manuals. On the ground that mathematics had no liberalizing effects, study of that subject, even the fundamentals, was reduced to a minimum. Instead, a conscious effort was made to make mathematics easy and attractive. For instance, a textbook used in one of the leading high schools was entitled "Adventures in Geometry."

For the same reason French and German were eliminated from normal professional courses and were optional in high school courses. Under the influence of new education-taught teachers, students were thus discouraged from studying foreign languages. As the entire public school system depended upon these schools for teachers, the results of these changes were noticeable everywhere, even in private and denominational institutions, as indicated by the fact that most of the persons trained there and in the normals, who later desired to do graduate work, found the way all but blocked by their inability to meet the language requirements.

ORGANIZATIONS AND PUBLICATIONS

In 1909 the "State Educational Association" became the "State Education Association," later familiarly known as the "SEA," but the membership continued small. In 1917 it was only 1,362, and the attendance at the annual meeting was only 262, "the largest in the history of the Association." To accommodate this "large attendance" the annual meeting, except the general sessions, was broken down into sections, as follows: elementary, secondary, normal school, county superintendent, and city superintendents.

As yet the Association was, however, largely a one-man affair. As chairman of the executive committee, the president determined the annual program, but the resolutions reflected educational conditions and objectives. Generally, they endorsed the better rural school movement; efforts to revitalize the county institute; the anti-cigarette crusade; im-

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proved teacher training programs; the more and better high school movement; a depletion tax on natural resources; more effective compulsory school attendance and child labor laws; efforts to extend the minimum term to seven, then to eight, and finally to nine months; vocational education; medical inspection for rural schools; and salaries and retirement allowances for teachers.

Because of a recurrence of an influenza epidemic, the Association did not meet in 1918; Dr. Waitman Barbe retained the presidency for an additional year; and the paid membership dropped to 336. To rescue the Association from threatened death, the executive committee employed L. W. Burns, Superintendent of the Grafton Schools, on a part-time basis "to work up a permanent membership and keep it throughout the year." In 1919 this assignment was taken over under a similar arrangement by W. W. Trent, Superintendent of the Elkins Schools. Under his leadership the total membership reached 4,836 that year, and three years later the annual convention was broken down into sectional meetings to accommodate those who attended in a total membership of 6,912.

In his efforts to reach a 10,000 membership goal, Secretary Trent used a number of devices. Alarmed by the number of teachers who were deserting their profession for more profitable employment elsewhere, in 1919 he used a mimeographed bulletin to apprise the public of an emergency which had to be met in the interest of the school children of the state. In the absence of an official organ, in January, 1920, he began publication of the *S. E. A. Bulletin* which was issued at approximately quarterly intervals from his office in Elkins. At the same time the membership of the several regional round-tables organized in the two preceding decades was incorporated into that of the Association through an arrangement which increased the annual membership dues of the latter from \$1.00 to \$2.00, fifty cents of which was returned to the round-tables for each member on condition that the round-tables would be responsible for the collections. With the funds thus made available, in 1923 the Association used \$2,500 to purchase *The School Journal and Educator* which, the name having been changed to *West Virginia School Journal*, became the official organ of the Association, with each member entitled to an annual subscription. Publication of the *S. E. A. Bulletin* was then discontinued, and the new organ was used to publicize the following objectives of the Association:

Higher standards for the preparation of teachers; better service by the teachers; salaries for the teachers that compare favorably with the salaries in other vocations; an education program that will give equal opportunities to the children of the rural and urban communities; a change in the method of raising school revenues that will distribute the school costs more equitably.

The purchase of *The School Journal*, the increase in enrollment, and the demand for greater services from the Association called for full-

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time employment of personnel. As a result Part-Time Secretary Trent was employed in 1926 as the full-time secretary-editor at a salary of \$5,000. He was thus able to give his entire time to the Association and in 1927 the membership reached 10,803 in what was generally regarded as a personal achievement. At the end of one year Secretary-Editor Trent resigned and was succeeded at once by J. H. Hickman, who served in that capacity to April 15, 1938, when R. B. Marston was made executive secretary and Hickman was retained as editor.

Under the impetus given the membership drive by Secretary-Editor Trent and by the quiet efficiency of his successor, it passed the 12,000 mark in 1929. That year the Association purchased its own headquarters on Quarrier Street, Charleston, near the State Capitol. Its annual meetings had meanwhile become events in the lives of every active teacher, and the Association had become a powerful influence in determining the educational policies and the biennial appropriation bills of the legislature. In some quarters, it was regarded as a pressure group as powerful as either capital or labor.

Administration of such an organization was a major enterprise, too big for one person. This was certainly true after about 1921, when it affiliated with and began to follow the organization and procedure patterns of the National Education Association. In line with these practices, the executive committee of the State Association became a policy determining agency in 1923, as set forth in the following amendment to the constitution: "The duties of the executive committee shall be to act for the association ad interim; to advise with the president in preparation of the program, and in making all necessary arrangements for the annual meeting; to authorize the publication of *The West Virginia School Journal* and special bulletins; to set the compensation for the secretary and the treasurer; and to discharge such other duties as may be imposed upon it."

In conformity with a constitutional amendment made in 1922 the policy determining functions of the S. E. A. were taken over by a delegate assembly in 1923. As then constituted this body was composed of annually elected delegates from each county teacher's organization and each regional round-table, together with the state superintendent of free schools and the living ex-presidents of the Association. Of the 193 delegates entitled to seats in the first assembly only 146 attended. Thereafter the number of delegates varied from year to year, as determined by the membership of the affiliated organizations. In 1924, the assembly was composed of 224 delegates: 159 from county organizations, 46 from round tables, and 19 ex-officio.

Significant changes respected the presidency. As a recognition of the personal merits of an effective and popular teacher and administrator, Mrs. Mary R. McGwigan was elected to that office in 1912, but the

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practice of alternating it between men and women did not begin until 1926 with the election of Gertrude Roberts. Meanwhile, two other women had been president: Virginia Foulk (1920) and Bess J. Anderson (1923). After 1904 only two state superintendents were elected to the presidency: M. P. Shawkey (1911) and Geo. M. Ford (1922). W. C. Cook, president in 1925, was elected to the state superintendency in 1928.

Beginning with 1905 when the practice of making the state superintendent of free schools ex-officio president of the Association was abandoned, the presidents, together with the meeting places in this period, were: A. J. Wilkinson (1905), White Sulphur; G. S. Laidley (1906), Fairmont; R. A. Armstrong (1907), Huntington; F. B. Trotter (1908), Elkins; Joseph Rosier (1909), Clarksburg; H. B. Work (1910), Charleston; M. P. Shawkey (1911), Bluefield; I. B. Bush (1912), Wheeling; Mrs. Mary R. McGwigan (1913), Parkersburg; O. G. Wilson (1914), Morgantown; L. L. Friend (1915), Charleston; J. N. Deahl (1916), Clarksburg; L. B. Hill (1917), Huntington; Waitman Barbe (1918-19), Fairmont; Virginia Foulk (1920), Parkersburg; Walter Barnes (1921), Huntington; G. M. Ford (1922), Charleston; Bess J. Anderson (1923), Wheeling; J. A. Jackson (1924), Bluefield; W. C. Cook (1925), Huntington; Gertrude Roberts (1926), Clarksburg; W. H. S. White (1927), Charleston; Mrs. Bertha Filson (1928), Wheeling.⁷

A notable change was that in the time of the annual meeting. Prior to 1918 it came in mid-June immediately following the commencement season and before the beginning of the institutional and special summer schools, and teachers and delegates alike paid their own expenses and received no reimbursements. Beginning in 1919, the annual meeting was held in the autumn, generally in November, and no deductions were made from the salaries of the teachers and administrators who attended. Ability to transfer the knowledge and enthusiasm thus gained directly to the classroom and to administrative service was the chief reason for this change. It also lent itself to better publicity and later to reduction of the volume numbers of *The School Journal* from twelve to ten and still later to nine annually. Under the changed conditions there was little need for June, July, and August numbers.

Beginning in 1921 interest in the N. E. A. paralleled closely that in the S. E. A. As the first state director of the former, Mrs. Florence Jackson Parker was interested primarily in boosting its West Virginia membership. After one year she was succeeded in 1922 by J. H. Hickman who functioned in that capacity to 1927 when he was succeeded by Joseph Rosier. With Rosier's election to the presidency of the National Education Association in 1932, State Superintendent W. C. Cook was elected to the directorship and served in that capacity to 1934 when he was suc-

ceeded by State Superintendent W. W. Trent who served continuously to 1945 when he was succeeded by Jessie Gray of Wheeling.

The state membership of the National Association had meanwhile increased from 75 in 1921-22 to 2,689 in 1925, date of the Washington meeting. In 1927 thirty West Virginians, four men and twenty-six women attended the Seattle, Washington meeting. The "West Virginia Dinner" had meanwhile become an annual "affair."

As in the first half of this period, educational conditions and objectives of the latter half were reflected in the resolutions adopted by the annual meetings of the Association. Many of the members having become addicts to the use of tobacco in one form or another, the resolutions said little about the "cigarette evil." Instead, most "vice" crusading pronouncements were against the use of intoxicants and the alleged demoralizing effects of uncensored movies. Chief concern was however with teachers' salaries and school revenues. Numerous proposals, including depletion and indirect taxes, were made for increasing the state distributable school fund and for adoption of the county unit in one form or another. Sporadic resolutions condemned the alleged laxity in granting divorces, requested the daily reading of the Bible in the public schools, and urged teachers to instill into their pupils a respect for law. Still others favored the consolidation of rural schools where practicable, the standardization of one-room schools, and increased emphasis on physical and vocational education.

Prior to 1923 Negro teachers and education administrators maintained two organizations: The West Virginia Teachers' Association, organized at Charleston in 1891, and the Northern Teachers' Association, organized in 1905. Following the changed administrative setup in 1919 giving Negroes a voice in determining their own affairs and thus making possible responsible leadership among them, these organizations were merged in 1923 under the name of the older one. For years Wm. W. Sanders, State Supervisor of Negro Schools, was the moving spirit in the new organization which, like the S. E. A., was a clearinghouse for Negro educational organizations and activities.^s Under his direction, as consultant on the Educational Policies Commission of the N. E. A., the West Virginia Teachers Association functioned in close cooperation with it and in still closer cooperation with the American Teachers Association, formerly the National Association of Teachers in Colored Schools, of which Sanders was for fourteen years the executive secretary and for one term the president. As a recognition of the effectiveness of its West Virginia leadership the American Teachers Association held its 1941 annual meeting at West Virginia State College, and Mary L. Williams of Charleston was then elected to the presidency of the national organization.

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Parent-teachers' groups were, however, the most effective educational organizations maintained by Negroes in West Virginia. It was largely through them that Wm. W. Sanders and his co-workers aroused Negroes to an appreciation of their educational needs and opportunities. Beginning in 1914 with one organization and ten members, by 1932 there were 104 in sixteen counties with a total membership of 1,845. In 1923 Sanders confederated the local organizations into the West Virginia Congress of Colored Parents and Teachers. During the ensuing years it directed the local organizations sponsoring parent reading circles, school libraries and laboratories, etc. Through the State Congress these organizations had representation in the National Congress of Colored Parents and Teachers. In 1926 the State Congress won the premium award of the National Congress for the greatest percentage of gain (162.3) in membership of any state in the Union. On March 18-19, 1948, the State Congress observed its twenty-fifth anniversary in a meeting at Mount Hope, West Virginia, which was featured by tributes to Wm. W. Sanders, who, more than anyone else, was responsible for the organization of the Congress and for its success.

Largely through the influence of County Superintendent M. P. Shawkey county and city superintendents formed an association in January, 1907. By 1910 the County Superintendents' Association commanded the attendance of forty-seven of the fifty-five possible members and seven district superintendents. In a conference held January 4-6 of that year, they endorsed the educational program of Superintendent Shawkey and recognized the recently formed District Superintendents' Association as an auxiliary to the County Superintendents' Association. They met again in 1911 but lapsed into inactivity after that conference.

Among still other organizations, together with the dates of their formation, were the State High School Athletic Association (1916); the City, County, and District Superintendents' Conference (1919); the Secondary Principals' Association (1920) which sponsored revisions of the high school curriculum and sought to improve the quality of high school principals and high school supervision; the High School Coaches Association (1926); the Wood County Educational Association (1926); and the High School Orchestra Association (1927). Among less formal groups were "Education Week," first designated in 1921 and observed generally thereafter; "County Public School Day," observed initially in 1922 in Monroe and Berkeley counties; "High School Day," proclaimed by the state board of regents in 1910 and observed thereafter at the University by contests for scholarship and athletic awards; and boys and girls clubs first organized in 1907 in Monroe County.

In 1911 the boys and girls clubs were reorganized into 4-H Clubs which grew rapidly in numbers and in size following the passage of the Smith-Hughes Act in 1917. Soon thereafter the total membership of

these groups ran into thousands. As a consequence provision was made for them in 1921 at Jackson's Mill where, under direction of W. H. Kendrick, rural boys and girls learned to do team work under the slogan "To make the best better" in what was officially described as the "most equally balanced youth program in the United States." With West Virginia leading, the Future Farmers of America, a kindred organization, was chartered in 1928, as a vocational education enterprise financed by the federal government. The West Virginia Future Homemakers was the corresponding girls' organization.

The first Hi-Y Club was organized in 1915 in the Charleston High School with a view to recognizing and maintaining religious activities among young men. Prior to 1922 the movement grew slowly, but thirteen chapters were organized in the course of the next biennium, bringing the total to seventeen. In November, 1928, there were 75 Hi-Y groups in the state, and the movement had extended to 36 counties.

Pupils Reading Circles and Libraries, introduced in October, 1922 at the suggestion of Dr. Waitman Barbe of the University and of T. C. Miller, the honorary president, were designed to cultivate ability in young people to choose and use good books and to develop in them a desire to own personal libraries. From 40 circles and 3,275 readers in 1922-23 the respective numbers increased to 3,713 and 67,293 in 1931-32. At first only boys and girls in the sixth, seventh, and eighth grades were eligible to membership, but the fifth graders were included later. By 1932 Brooke, Tyler, and Wirt counties were 100% organized.

Because of overwork in the state department, in 1904 Superintendent Miller sold *The School Journal* to Dr. R. A. Armstrong and Dr. Waitman Barbe of the University, but he continued to edit the "official department" until 1907, when *The Educator* was established at Charleston. With its sale to private individuals *The School Journal* ceased to be an organ of the state department and became a private enterprise. The place of publication was moved to Morgantown until 1915, when it was merged with *The Educator* and became *The West Virginia School Journal and Educator*, also a private enterprise. At the same time the place of publication was returned to Charleston.

The Educator, also privately owned and published, was largely a creation of M. P. Shawkey, who, from March, 1897, to May 1, 1904, had been managing editor of *The School Journal*. In 1906 he resigned his position in the state department to become county superintendent of Kanawha County. As he had not been consulted in the sale of *The School Journal* and as he was largely responsible for the enactment of the uniform examination law which seemed to make its sale necessary, the relations between him and Superintendent Miller were not cordial for a time. Moreover, Shawkey's intention to seek the state superintendency through the superintendency of the largest county in the state was gen-

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erally known. It was under these conditions that the Educator Publishing Company was established primarily to further his ambitions.

During the first two years of the life of *The Educator*, the first number of which appeared in January, 1907, Shawkey was the managing editor, with L. J. Corbly, Principal of Marshall College, as chief contributing editor. After Shawkey became State Superintendent in 1909, the managership was taken over by E. L. Whitney and retained until March, 1911, when Shawkey and Corbly became the joint editors and managers. They continued to function in that capacity during the remaining life of *The Educator* which from the outset was a financial success.

As stated by its founder, *The Educator* came "neither as a destroyer nor a reformer, but simply as a helper". To that end it sought to get away from the professional "shoppiness" of current school journals and to contact both the masses and the teachers through suitable news, editorials, information, and discussion. This policy was admirably suited to the purpose of the managing editor, but he made it even more effective by the publication of numerous biographical sketches of successful teachers and administrators. Thus largely as a friend maker and a booster, *The Educator* appeared regularly until in June, 1915, when it was merged with *The School Journal*. The new publication was called *The West Virginia School Journal and Educator*. Dr. Barbe was the managing editor and Dr. Armstrong and Superintendent Shawkey were the editors.

This publication continued to appear as a private enterprise, detached from the state department, until the beginning of 1921-22, when the ownership and control were acquired by Geo. W. Jenkins, Jr., of the Educator Publishing Company, Geo. M. Ford, State Superintendent of Free Schools, and J. F. Marsh, Secretary of the State Board of Education. With Jenkins as managing editor and Ford and Marsh as editors, *The Journal-Educator* was published as a semi-official department organ to June, 1923, when in consideration of \$2,500.00, ownership and control were acquired by the State Education Association and the name again became *The West Virginia School Journal*, which, as heretofore, will be referred to hereafter in both the text and in citations, as *The School Journal*.

During 1923-24 *The School Journal* was edited and managed by W. W. Trent, Secretary of the State Education Association, on a part-time basis, but at the end of that year the editorship was entrusted, on a similar arrangement, to Walter Barnes, Dean of Fairmont State Teachers College. Under this arrangement *The School Journal* appeared until the end of 1925-26, when Mr. Trent became the full-time secretary-editor. After one year he resigned to become President of Broadus College at Philippi and was succeeded as joint secretary-editor by J. H.

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Hickman who functioned in that capacity until 1938, and as editor until his death. Assistant editors were Gertrude Dotson (1927) and Linnie Schley (1928-37).

The sale of the *Journal-Educator* to the State Education Association left the state department with no official organ. To supply it the first issue of *Educational News* appeared in December, 1925, under the editorship of T. P. Hill, Assistant State Superintendent of Schools. This publication appeared bi-monthly under departmental editorship to December, 1931, when it was discontinued because of shortage of funds. As the need for such a publication became almost imperative with the enactment of the county unit law, Superintendent Trent established the *West Virginia Educational Bulletin*, which appeared monthly thereafter. For like reasons, in May, 1935, the State Education Association revived the *S. E. A. Bulletin* in the form of a monthly news sheet, intended primarily to keep affiliated organizations informed as to their common objectives and activities and to coordinate the efforts of the state and affiliated associations through closer cooperation. With departmental and Association matters thus relegated to official bulletins, *The School Journal* gave more space to professional topics.

In October, 1931, Raleigh County teachers published the first and only issue of the *Raleigh County School Journal*, a twenty-four page magazine edited by C. C. Harvey and staff.

Thanks largely to the use of improved printing devices, particularly the mimeograph, news sheets tended to become general in the course of the ensuing decades, and numerous bulletins were used to supplement teaching manuals and other teaching aids. Moreover, most high schools had their own news sheets. In 1946 the second grade of Emerson School, Parkersburg, published *The Second Grader*. In 1946 merit awards were made to sixty-two high schools in the Twenty-fourth State Journalism Competition conducted by the University School of Journalism. The newspapers published by these schools had an approximate circulation of 30,000. At that time about one hundred fifty high schools were giving more or less attention to teaching journalism and had some sort of publication, many of them mimeographed, but about fifty were then publishing printed newspapers of more or less outstanding quality.

SECONDARY EDUCATION

1. HIGH SCHOOLS

The growth of high schools was the most important development of this period. Although they had long been regarded as the greatest educational need, little had been done to supply it. In 1908 there were only twelve high schools in the entire state whose graduates were admitted unconditionally to the freshman class of the University and thirteen others

whose work was accepted "as far as it went." There were, however, about twenty graded schools, most of which were called high schools, but they did not adhere to a uniform standard. Instead, their offerings were featured by all sorts of diversities in recitation periods, teacher efficiency, length of term, supervision, and laboratory and library facilities. Prior to 1902 the only standardizing influence was the University committee on accredited schools, but it was only an "influence." Beginning in 1901-02 its work was taken over by the University Committee on Classification and Grades which at once began to evolve uniform standards and requirements.

The resulting interest centered largely in courses of study. In a series of articles on "Needed Revision in the High School Courses of Study," David Dale Johnson of the University led the way, but his emphasis upon the foreign languages and mathematics was not agreeable to the new school educators who claimed that the emphasis should be on vocational subjects. In agreement with Professor Hanus of Harvard, Joseph Rosier, Superintendent of the Fairmont Public Schools, favored such an association of vocational and cultural subjects as would provide for "the vocational and social development of the pupil and for the general cultivation of his mind and heart." While denying that the primary purpose of the high school was to prepare students for the University, Superintendent Rosier conceded that its requirements would largely determine the high school curriculums. He therefore urged the University to take the responsibility for leadership in the matter with a view to placing itself at the head of a state educational system. Despite the lack of uniform policy regarding high schools thus disclosed, the number grew from 46 to 72 in 1906-07.

Few persons, even school officials and legislators, had clear ideas of what high schools were. Accordingly, the 1908 legislature authorized a high school in any town or village "having four or more schools [rooms] in the same building," provided the levy to support such a school did not exceed twenty-five cents for teachers and fifteen cents for buildings, the current maximums. Such schools were to be open to all the pupils of high school age in the district. Upon petition of the majority of the taxpayers, a special levy of five cents might be laid to support an extended term of such a school for a given number of months and, with the approval of three-fifths of the voters, boards might establish district high schools, but no special provision was made for financing them. One year later boards of independent districts of less than ten thousand inhabitants were authorized to levy ten cents on each hundred dollars valuation for the support of high schools. A provision of an act of 1908 permitting boards to close a high school after one year upon the petition of seventy-five per cent of the taxpayers was even more significant.

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The University having failed to act, State Superintendent Shawkey created a division of high schools in the state department and appointed F. M. Longanecker, Principal of the Charleston High School, to head it. With a grand total of 75 schools, only 16 of which were accredited by the University and only a few of whose 140 teachers had any special training, the new director entered upon his duties in 1909 under the slogan "One Hundred District High Schools." Thus was launched what Superintendent Shawkey regarded as the chief program of the state department under his administration.⁹

With funds supplied by the Rockefeller Foundation of the General Education Board, the plan of supervision set up by the state superintendent in 1909 was changed in the course of a few months, and on January 1, 1910, L. L. Friend of the state department became the first state supervisor of high schools in West Virginia. As such he functioned through the University as an associate professor of education, offering courses in the Summer School, and through the state department as a member of its staff. His principal duty was to aid boards of education in establishing new high schools and in developing graded schools into standard high schools. When he entered upon his duties there were 81 reporting high schools, of which 31, including six for Negroes, were four-year schools with 36-week terms. Ten of the 81 schools employed only one teacher; there were 293 teachers doing high school work; and 4,900 pupils were enrolled.

Under Supervisor Friend's leadership, the high school movement occupied a large place in the thinking and the planning of educators. In response thereto the state board of regents in 1910 designated "High School Day" and \$230 was made available in cash prizes for forensic contests; educational journals gave freely of space; and the 1911 legislature required the state superintendent to classify all district high schools, authorized by the voters, into first, second, and third class institutions. All such institutions, offering four year's work after July 1, 1913, functioning 36 weeks, and meeting other requirements, constituted the first class; whereas all other schools, functioning during 36 weeks and meeting similar requirements, constituted the second and the third classes, as determined by whether or not they offered three or two year's work. Another purpose of the classification was the distribution of state aid, first extended at that time. Under an arrangement approved by the legislature first class, second class, and third class schools were to receive \$800, \$600, and \$400 respectively, provided the aggregate aid did not exceed \$40,000.

Educators were meanwhile giving thought to the numerous problems which the high school imposed. Among other things, social organizations and athletic activities presented difficulties. Joseph Rosier thought it necessary, therefore, to warn parents not to permit their children to ape college practices.

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The high school movement reached "a climax of interest" in 1912, when the total number of schools reached 125, a majority of them in rural areas. The enrollment had increased from 1,500 in 1905 to 6,950; one million dollars had been spent for buildings; and 427 teachers (210 men, 217 women), about half of whom were college graduates, were employed. They were officially described as "maturing a crop of splendid young men and women for the normal schools and the various colleges of the state and the University." The number of schools had, in fact, increased so rapidly that the \$40,000 state aid was insufficient to meet the authorized allotments. Hence, the allowance to first class schools was reduced to \$476, second class to \$356, and third class to \$236. With boards of education spending an average of one million dollars annually for new buildings and equipment, the high school movement surged forward into the World War I period, when it was temporarily checked but not before 156 schools had been established. Of these 88 were first class, 33 second class, and 35 third class. The enrollment totaled 15,302 and 867 teachers were employed.

Like most such mushroom growths, emphasis was upon form rather than upon substance. This was particularly true of libraries which varied all the way from a few hundred to a few thousand volumes. Only three full-time librarians were employed; only eight libraries were catalogued according to the Dewey decimal system; and generally the contents were not well selected. An act of 1915 permitting town, city, and county school districts to lay a levy of one and one-half cents for the support of libraries, was intended to remedy this situation, but few libraries were established under this act.

Under the accelerating influence of the new educators, the changing conditions were reflected in courses of study. This was particularly true of Latin which ceased to be a required subject, even for admission to college. On the other hand, the percentage studying modern foreign languages was small. World War I caused an abrupt drop in the number studying German, but there was a corresponding increase in the number studying French, which for the year ending in 1917 aggregated 1,648 students. Reflecting a growing interest in Latin America, Spanish was offered by a few high schools in 1916. In 1918 it was offered in 23 schools and taken by 546 students.

The foregoing data indicate that the West Virginia high schools were still in the experimental stage of their development. The fact that they were not adequately staffed was additional proof of this condition. To remedy it, as well as to provide needed elementary teachers, particularly for the rural schools, the 1915 legislature authorized boards of education to establish ten teacher training high schools, with courses of study and teaching staffs approved by the state board of education. At the same time, first class high schools were required to have at least three teachers,

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second class two, and third class one each. More significant still, as an indirect recognition of the right of every boy and girl to a high school education, an act of 1915 required boards of education, which did not maintain high schools, to pay the tuition of any boy or girl graduate from the eighth grade who wished to continue his or her education.

With this background the high school came into its own shortly after World War I. By December, 1919, there were 164 classified high schools with total enrollment and teaching staffs of 16,168 and 1,015, respectively. The total annual expenditures for teachers aggregated \$1,182,472; the property investment was \$7,984,152; the total state aid was that year increased from \$40,000 to \$100,000 annually; since 1915 high school teachers had been required to be certified for their special fields and to have credit for twenty semester hours of education; the annual levy for their support had increased from ten to twenty cents; where this maximum was insufficient to continue any school for a term fixed by law, boards might levy for that purpose; they were authorized to erect high school dormitories and required to place them in charge of reputable and responsible persons; and such institutions were established at East Bank, Cowen, Webster Springs, and a few other places. To meet the demand for new buildings the 1921 legislature authorized boards to levy twenty cents additional to the regular levy. In exigencies, they might levy another twenty cents, provided the levy was approved by the state superintendent and the state tax commissioner. In November, 1913, eighteen high schools were on the accredited list of the Association of Colleges and Secondary Schools of the Southern States. In 1925 the number increased to 74 and was exceeded by only two states, Georgia and Texas.

The junior high movement, begun in 1915 and facilitated by the Smith-Hughes Act, was a feature of this development. In 1917 there were only four junior highs in the state, but the following year the number increased to sixteen. The junior-senior organization was well suited to the needs of rural communities, in that it provided sufficient enrollments to justify the employment of special teachers of agriculture, home economics, and industrial arts. In response to this fact the 1919 legislature authorized boards of education, at their discretion, "to organize junior high schools, in connection with any and all schools under their control." They might use the 6-3-3 or any other plan approved by the state board of education, which was also authorized to prescribe courses of study and teaching requirements. The following year there were 64 junior high schools in operation in 24 counties. The practice of restricting state aid to four year high schools operated against the 6-3-3 plan of organization, as indicated by the fact that only sixteen per cent of the 232 classified high schools, as of 1926, were organized on that plan. Inability to get specially trained principals and teachers for this highly specialized work was also an arresting influence. In 1928 there were however 88 approved junior

high schools; their total enrollment was 12,565; and 603 teachers were employed.

For Negroes the high school movement was even more belated than for whites. Of the ten high schools for the former in 1910, only one, Sumner in Parkersburg, was first class; the total enrollment did not then exceed 125; offerings were sub-standard in every respect; and only a small per cent of the teachers were college graduates. The gate to progress in these matters was opened by Wm. W. Sanders, Director of Extension Work in the Colored Institute, by raising that institution to collegiate status, and most effective of all, by an opinion of the attorney-general to the effect that an affirmative vote on the question of establishing a high school in any district authorized also a separate high school for Negroes where the enumeration was sufficient. Thus, by 1922 the number of Negro high schools increased to eighteen and by 1932 to thirty-two.

By 1932 the number of first class Negro high schools had increased to twenty-two, and seven of them were members of the North Central Association of Colleges and Secondary Schools. In 1914, there was not "a distinctively high school building for Negroes in the State." By 1932 there were ten such buildings. Whereas there were no full-time teachers in Negro high schools in 1914, in 1932 there were 278 such teachers in senior high schools alone. Moreover, all the full-time teachers were college graduates and specially certificated; thirty-five per cent of them were enrolled in graduate summer school courses; all the teachers were following state prescribed courses of study and training; the libraries contained 34,726 volumes valued at \$43,512.00; and the total number of graduates had increased from ten in 1918 to 456 in 1924.

Chief credit for the high school development belongs to Supervisor Friend who, at the time of his resignation, effective January 1, 1925, to become director of the University Summer School and of the extension work of its Arts and Sciences College, was known as the "Father of West Virginia's High Schools". In the fifteen years he was supervisor the number of these schools increased from 75 to 233, the total enrollment from 4,900 to 32,075, the number of teachers from 293 to 1,733, the number of graduates from 489 to 5,317, and the total cost from a pittance to \$3,402,730 annually. Moreover, in 1910 every high school was a law unto itself; term lengths varied from six to ten months; the length of recitation periods varied from twenty to forty-five minutes; and most of the teachers were not specially certificated. In 1925 classified high schools generally conformed to state board prescribed standards; teachers were beginning to be certified in their teaching fields; and two well-attended high school institutes were held annually.¹⁰ Under such conditions the Rockefeller Foundation withdrew financial aid, as of June 30, 1925.

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Under the leadership of Professor J. N. Deahl, who insisted that West Virginia could learn more from the Middle West than from either the South or the East, in 1925 West Virginia withdrew from the Southern Association of Colleges and Secondary Schools and joined the North Central Association of Colleges and Secondary Schools. The following year (1926) 32 West Virginia high schools qualified for membership in the latter and the University was admitted, but a number of public high schools and institutions of higher learning were denied membership because of their inability to meet the standard requirements.

Following the withdrawal of the Rockefeller Foundation funds the future of West Virginia high schools was fraught with uncertainty, because of a general complaint about the high cost of education. Thus the legislature failed to appropriate for adequate supervision, and the work formerly done by two persons was given to one, whose tenure was rendered somewhat precarious because of the possibility of political interference. It was under such conditions that L. O. Taylor, assistant supervisor of high schools, on January 1, 1925 became state supervisor and functioned in that capacity until September 1, 1927, when he was succeeded by R. Emerson Langfitt.

Compliance with the new manual standards of 1927 reduced the number of approved junior high schools from 108 in 1926 to 88 in 1928, but the high school movement continued to make progress. In 1928 the total number of classified senior (260) and approved junior (88) high schools reached 348; the total teaching force was 2,930, of which 2,103 were graduates of standard colleges; the total enrollment was 57,363, of which 12,565 were junior high; 2,426 of the 5,963 graduates of that year attended college; and in 1927 twenty-seven per cent of the schools were rural.

The general progress was however only comparative. Only about eleven per cent of the enrollees of the elementary schools reached classified senior high schools, whereas the average for the United States was slightly in excess of fifteen per cent. Stated otherwise, West Virginia had less than half as many pupils in her high schools in proportion to the enumeration, as did some of the mid-western states, notably Iowa. In still other words, the mortality rate of West Virginia high schools, as of 1926, was 45.4% as compared with 29.8% for the United States at large.

Moreover, in her failure to match dollar for dollar the Smith-Hughes funds, as required, West Virginia was woefully neglectful of vocational education. With seventy-five per cent of her high schools having total enrollments of less than one hundred and fifty each, boards hesitated to provide the necessary specialized staffs. The supply of approved teachers was also inadequate. Consequently, not more than one-fourth of the high schools offered courses in agriculture, home economics, and industrial arts; the 6-3-3 plan of organization, designed to facilitate such of-

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ferings, was not popular, as noted previously; and sixty-four per cent of the teachers were women and fifty-two per cent of the enrollees were girls.

Incidentally, the county high school had been all but eclipsed. In the 1880's President E. Marsh Turner of the University had urged the establishment of county high schools as a *sine qua non* of educational progress. In turn state superintendents Morgan, Trotter, and Miller had voiced similar views which found an able exponent in Dr. Waitman Barbe, Field Agent of the University. Largely as a consequence of the resulting convictions county high schools were "established" by the legislature in 1905 in Ritchie and Tyler counties. In 1911 they were "established" in Clay and Nicholas, and in 1915 in Putnam, Wayne, and Wirt counties, but only six of these, with Tyler leading, became active. Already the district high school, aided by physical conditions, had preempted the field. Consequently the county high schools, forced to share their respective fields, were such in name only. Despite the fact that improved roads were making larger units possible, in 1926 there were only six county high schools in the entire state.

2. OTHER SCHOOLS

The all but complete exit of the old time academy, the preparatory school, and the summer or select school was equally phenomenal. In competition with tax maintained high schools, private and denominational academies either ceased to function or, as in the case of Lewisburg Academy (see Greenbrier College), became seminaries with a view to attaining college status; the Romney Academy was acquired by the state; Palestine Academy, near Alderson Junior College, at Alderson, was active for a part of the period; and only St. John's Academy and Junior College at Petersburg, Grant County, survived. Meanwhile, the University Preparatory School had been abolished; in 1921 the University Preparatory schools at Keyser and at Montgomery eliminated all preparatory work and prepared for junior college status; almost without exception private and denominational colleges abolished their preparatory departments; and, with a view to emphasizing professional work, the state normal schools did likewise. Of all the colleges, Storer, a struggling private institution subsidized in a small way by the state, continued to function on the secondary level. With twenty-three classified high schools conducting approved summer sessions and enrolling a total of 1,657 pupils in 1928, more than 800 of whom were in the eleventh and twelfth years, the old time summer normals ceased to function.

3. PRIVATE AND PAROCHIAL SCHOOLS

Few parochial schools were established in the Transition (1880-1909), but many were established in this period. As elsewhere, the In-

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dustrial Revolution attracted immigrants, many of whom were Catholics. Like other residents, one of their first thoughts was for the education of their children in keeping with their own traditions. Among the elementary parochial schools established in this period for that purpose were: St. Ladislas (Wheeling, 1907), St. Brenden's (Elkins, 1907), Sacred Heart (Chester, 1908), Sacred Heart (Charleston, 1908), Holy Family (Richwood, 1909), St. Francis de Sales' (Morgantown, 1912), St. Peter's (Fairmont, 1912), St. Vincent de Paul's (Elm Grove, 1912), St. Mary's (Clarksburg, 1914), St. Patrick's (Weston, 1914), Corpus Christi (Warwood, 1917), St. John's (Wellsburg, 1917), Sacred Heart of Mary (Weston, 1920), Immaculate Conception (New Cumberland, 1921), St. Francis Xavier (Moundsville, 1921), St. Anthony's (Charleston, 1922), St. Joseph's (Buckhannon, 1922), St. Margaret Mary's (Parkersburg, 1923), St. Xavier (Parkersburg, 1923), St. Paul's (Weirton, 1924), St. Stanislaus's (Monongah, 1924), St. Agnes (Kanawha City, 1924), St. Joan of Arc's (Glenwood, 1924), St. Thomas (Thomas, 1925) and St. James (McMechen, 1926).¹¹

In a short time some of these schools extended their offerings to the secondary level and functioned as both elementary and high schools, whereas a few others were established as high schools. Among them were St. Augustine's (Grafton, 1914), Columbia Commercial (Wheeling, 1917), St. Patrick's (Weston, 1919), St. Francis de Sales (Morgantown, 1920), St. Peter's (Fairmont, 1922), Sacred Heart (Charleston, 1923), and St. Joseph's (Huntington, 1924).

In 1926 these schools, together with a number of high schools, were under the management of nineteen different religious congregations, most of which came from neighboring states, particularly Maryland. Because of the fact that rivalry generally inspires emulation, this was considered a wholesome condition. Prior to 1924 Catholic schools and teachers were left largely to their own resources and initiative. "In the belief that better results would be attained by supervision," the Rt. Rev. J. J. Swint, Fourth Bishop of Wheeling, that year appointed the Rt. Rev. Msgr. J. F. Newcomb to be superintendent of the parochial schools of the Wheeling Diocese. Under his direction greater uniformity in courses of study was prescribed, and teachers were required to keep abreast of the times, both in subject matter and in methods of presenting it.

In 1930 there were fifteen reporting private high schools and academies employing twenty-eight men and sixty-one women teachers and accommodating a total enrollment of 1,095 pupils of which 572 were boys. All or most of these institutions had elementary departments which employed ten men and fifty-two women teachers and enrolled 830 boys and 1,012 girls. The number of private and parochial elementary schools was not given, but they enrolled 3,498 boys and 3,713 girls. There were 89 boy and 129 girl graduates from the secondary schools, of which

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number 27 and 30, respectively, went to college and 37 and 68 continued their education in the private schools. There were no reporting private high schools or academies for Negroes. In 1930 the buildings and grounds used for private high schools and academies were valued at \$1,605,000 and their scientific equipment at \$160,000. Their permanent endowments aggregated \$190,000. Four of them maintained boarding departments.

4. LINSLEY INSTITUTE

The history of this institution in this period was somewhat unusual. Unlike others of the period going through a readjustment, it made no attempt to shake off its elementary and high school status while it aspired to junior college status. It escaped becoming defunct through modern pressure salesmanship after a pattern somewhat peculiar to the period. For these reasons the history will be given in some detail. Moreover, as its activities were largely secondary, they will be presented on that level.

Following the resignation of "Professor" Odgers in 1910, Dr. J. M. Birch was elected principal a third time and served until his death, May 13, 1911. With M. O. Bond as assistant Wm. T. McClure completed the year as assistant principal, and in July, 1911, C. H. Patterson, former professor of rhetoric and head of the department of English in West Virginia University, was elected principal for two years at a salary of \$3,000 for the first year and \$4,000 for the second. Through close contacts with the trustees and through the use of paid scholarships Principal Patterson almost doubled the enrollment of the Institute, raising it to 83. He was thus able to secure a reelection, but in May, 1916, he and his assistant principal were notified that their services would not be needed the following year.

Thereafter and until after World War I the principalship tenure was unstable. In May, 1916, H. W. Standerwich and Guy E. Holden, teachers in the Institute, were made co-principals and served in that capacity until June, 1918, when they were each drafted into the armed services. Standerwich failed to qualify, however, and was elected principal for 1918-19; but he resigned at the beginning of the year and H. E. Barnhouse, a teacher of English in the Institute, was made acting principal. With the return in February, 1919 of Holden, who had meanwhile attained the rank of lieutenant, he was elected to the principalship for a two year period beginning in September, 1919.

The reelection of Holden marked the beginning of a new era in the history of the Institute. Through experience acquired in the Army he restored military exercises to their former popular basis and thus revived some of the zest which had featured the best days of the school. More important still, he was largely responsible for crystallizing into one the several proposals, including one to consolidate the Institute and the

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nearby West Liberty State Normal, and for the sale of the property of the former and its relocation on a suburban site.

In these services Principal Holden perhaps saved the Institute from becoming defunct. At its best the old site was ill-suited for school purposes and would have been abandoned long before but for the conservatism of some of the trustees and the generosity of others in subsidizing scholarships. Although this kept alive the purpose of the original endowment, the endowment fund had been reduced to two-thirds of its peak point and the accumulated indebtedness for current expenses over a period of years totaled about \$33,000. However, the Institute property was valuable and free.

With Lieutenant Holden having been reelected annually to the principalship, a turning point in this situation came in July, 1924, when Louis Bertschy offered \$75,000 for the Institute property and permission to use it until arrangements could be made for the removal of the school to another site. In response to this offer the trustees were reorganized, the Rev. J. Brittingham who had been president since 1907 giving way to Otto Schenck, and Dr. J. L. Dickey, secretary since 1893, to Edmund Jones. All the vacancies in the trusteeships having been filled, the purchase offer was accepted; Lieutenant Holden was reelected to the principalship with his salary increased to \$5,000; and a campaign, officially labeled the "Linsly Second Century Advance," to raise \$400,000 for the rehabilitation of the school was launched in 1924 by the trustees. With the Rev. Dr. J. W. Hancher and his assistants, including the Rev. Dr. George Mechlenberg, of the Department of Finance of the Board of Education of the Methodist Episcopal Church directing the committee of the trustees and a citizens committee of 111, on November 26, 1924, it reported the amount required, \$400,000 more than subscribed. The campaign was therefore declared a success and the subscriptions binding.

The success of this drive facilitated the removal. To that end Thedah Place in Woodsdale near U. S. Route No. 40 was acquired; in February, 1925, a contract for the construction of a new building to cost \$168,350 was let; and the owner of the old building was notified that it would not be needed for the 1925-26 session. With appropriate ceremony the corner stone of the new building was laid on May 10, 1925; with the subscription pledges as surety, the Conservative Life Insurance Company lent the funds to pay the contractor; waiving all claims to compensation the Wheeling Dollar Savings and Trust Company was made trustee of the general endowment fund; on a pro rata basis the local banks, including the Dollar Savings and Trust Company, agreed to supply funds for the completion of the new buildings and the purchase of additional acreage; in June, 1925, the trustees accepted a memorial statue to be placed on the campus in memory of Lieutenant Louis Bennett of Weston, West Virginia, who had been shot down by the Germans while serv-

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ing with the British in World War I; and the new building was occupied as planned at the opening of the 1925-26 session.

Motivated by the success of these undertakings the trustees, at the suggestion of H. C. Ogden, chairman of the curriculum committee, had meanwhile directed their attention to a plan, long in mind, to make Linsly Institute serve "The industries of the Ohio Valley and Wheeling in particular." For that purpose they proposed to offer young men who could not afford to go to college, sufficient scientific training, particularly in chemistry, to enable them to enter scientific trades with profit to themselves and their employers. Through contacts with the Rev. Dr. George Mechlenberg of Great Falls, Montana, temporarily associated with the Finance Committee of the Board of Education of the Methodist Episcopal Church, the possibilities seemed realities, and in June, 1925, he was made president of Linsly Institute for one year at a salary of \$10,000, beginning August 1. The school remained under the direction of former principal Holden who was made dean at a salary of \$5,000 and additional teachers were added bringing the budget, not including Dr. Mechlenberg's salary, to about \$27,000.



MAIN BUILDING, LINSLY INSTITUTE (THEDA PLACE)

As president of the Institute, Dr. Mechlenberg's chief duties were to collect the subscriptions and pay the bills incident to the removal to Thedah Place; to advance the institution to junior college status according to plans of the curriculum committee chairmanned by H. C. Ogden; and to raise an endowment fund of from \$200,000 to \$500,000. In support of these undertakings a night school enrolling 65 persons was

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established, and the local churches, lodges, clubs, and even the graded schools and the factories were told what the Institute was doing and could do. The greatest difficulty was in getting the proposed junior college accredited, because of its inadequate library facilities and teaching staff. It mattered not that the work offered was primarily to equip young men for employment in local industries. Many of them hoped to carry their credits elsewhere and declined to work for credits which had no value in other institutions of higher learning. To popularize the Institute arrangements were made for "religious education" in the high school and the grade departments.

At the end of the year Dr. Mechlenberg reported progress in all his undertakings, but he declined to renew his contract with the trustees for another year. Instead, he entered into a half-time arrangement at a salary of \$6,000. This arrangement was renewed for 1927-28, and thereafter Dr. Mechlenberg returned to Wheeling from time to time primarily in the interest of the endowment fund. So as not to jeopardize it he continued to function as president even after his contract had expired. Thus principal Holden continued to function in the capacity of dean. The endowment fund had meanwhile increased to about \$400,000, the chief contributors being C. N. Hancher, H. C. Ogden, Otto Schenck, and Wm. E. Stone, each in the sum of \$25,000.

Beginning in September, 1926, the institution functioned in three departments: viz; the junior college, the high school, and the graded school covering the fifth to the eighth grades, inclusive. At the beginning of 1928-29, the enrollment of the day school was 205, including 40 in the junior college, and there were 75 in the night school. With the consent of the patrons the tuition was increased from \$150 to \$200, but the situation with respect to the junior college was not promising. Among other things it was eating into the income without bringing commensurate returns, and it had not been accredited by a standardizing agency. As the problem was largely financial, hope was entertained that the state would come to the rescue by a legislative appropriation.

THE SCHOOL CODES

Following the report of the executive appointed commission of 1906, the school laws were completely revised in 1908 in what was currently known as the "New School Code." Among other things, it authorized the consolidation of schools and the transportation of pupils, a state supplemental fund of \$50,000 to aid rural districts to maintain minimum terms at minimum salaries, the compulsory teaching of elementary agriculture in the district schools, the establishment of graded and high schools in districts which could maintain them without increasing the authorized levies, the optional use of district supervisors where requested by a petition signed by a majority of the taxpayers, and the use of building funds

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to purchase books for public school libraries. The compulsory attendance acts of 1897 and 1903 having failed to accomplish their purpose, the new code extended the compulsory age limit from fourteen to fifteen years and the period of required attendance from sixteen to twenty-four weeks yearly. Moreover, responsible persons who failed to comply with this law might, on trial before any justice of the peace, be found guilty of a misdemeanor and fined, and the appointment of at least one truant officer for each district was mandatory.

The new code attracted favorable attention both within and without West Virginia and might have placed her among the progressive states of the Union, had it not been for her low ranking as determined by federal statistics. More important still, the new code was the product of an aroused public which, under the aggressive leadership of State Superintendent Shawkey, had expressed itself in a series of educational conferences with "progress" as their slogan. Instead of resting upon their laurels, the new leadership sought and secured enactment of additional laws. In response to the current demands for greater attention to vocational subjects an act of 1909 required teachers, regardless of their lack of previous formal training, to be certificated in elementary agriculture. To meet this emergency *The School Journal*, beginning in April, 1908 and extending into May, 1909, published a series of articles by Professor A. W. Nolan of the University. While continuing to look to the legislature for the enactment of more effective attendance laws, teachers and school officials alike worked harder to form habits of school attendance, for all realized that progress in this matter depended upon good practices rather than upon statutory enactments.

Progressive acts of 1911 included those authorizing medical inspection of schools, forbidding the employment of children under fourteen years old in industry, and permitting the employment of those between the ages of fourteen and sixteen with the approval of their school superintendents. In response to a nation-wide Americanization movement boards of education were in 1917 authorized to establish and maintain night schools "for the education of all persons, including foreign speaking" but excluding persons required under existing laws to attend day schools. Because World War I disclosed a general need for universal and special need for physical and citizenship education, the 1919 legislature again amended the compulsory attendance law so as to make it more rigid. For that purpose causes for exemption were more clearly defined; age limits were lowered to seven and fourteen; employed persons between fourteen and sixteen were required to attend evening or part-time schools during a period of twenty weeks yearly; and the term "truant officer" was changed to "attendance officer."¹²

Aided by a sustaining public opinion, the 1919 attendance acts brought more than 37,000 pupils into school the following year, and in

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1923 the attendance increased by more than 100,000. In other words, school attendance tended to become a good custom, as desired. Accepting the first grade as 100%, that for the eighth grade, as of 1922, was 33.1%, whereas that for the country as a whole was 34.4%. That for the seventh grade was, however, 6% lower for West Virginia than for the entire United States. Worse still, was a drop of 12.9% from the previous years. Attendance practices continued however to grow constantly better until well into World War II, when the decline was such as again to call for remedial legislation. Incidentally, there was frequent use for attendance officers.

The leaders had meanwhile again sought the guidance of a code commission which, the governor having declined to act, was constituted in 1917 by Superintendent Shawkey. In addition to the attendance act previously noted, the most important provisions of the new code, as approved by the 1919 legislature, were that creating a new state board of education, that providing for the distribution of the general school fund exclusively to poor districts and on the basis of needs, that authorizing increased levies, higher salaries for teachers and county superintendents and raising the qualifications of the latter, and that extending the school term annually, beginning with 1919-20 and ending with 1923-24, to a total of one hundred sixty days or eight months. Then, too, following a precedent set by Wheeling under an act of 1915, any district was authorized to establish and maintain a teacher retirement fund to be administered in conformity with rules prescribed by the state board of education.

With unprecedented zest the 1921 legislature approved the entire program of "the school people." Among the acts then approved was that fixing the respective basic salaries at \$110, \$100, \$90, \$85, \$65, and \$50 for teachers certificated on college, standard normal, short course, first class, second class, and third class certificates and allowing additional advances annually for experience. With only slight changes this act remained in force until 1933, when the allowances authorized under it were reduced by about fifteen per cent as an emergency measure. Among still other acts approved in 1921 were that authorizing the employment of dental hygienists and the establishment of dental clinics; that requiring boards of education to provide part-time schools for employed children between the ages of fourteen and sixteen; that increasing the number of teacher-training high schools from ten to twenty and the state aid to each from \$400 to \$1,000 annually; and that appropriating \$1,000,000 to supplement the general school fund. Generally, the school people pronounced this legislation "distinctly progressive."

Except acts requiring public, private, parochial, and denominational schools to offer prescribed Americanization courses and creating a commission instructed to study the school code and report findings and recommendations to the 1925 legislature, the 1923 legislature enacted no

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school legislation of any kind. On the other hand, it was somewhat hostile to public free schools, as indicated by the fact that it was on the point of approving acts to reduce minimum terms and salaries and maximum levies, to lower certification qualifications, and to abolish district supervision. Defeat of these proposals, particularly that lowering levy limits, was attributed by the state tax commissioner, W. S. Hallanan, to "a well organized bureau of propaganda" operated by the school people. On the other hand, desire for such legislation was generally attributed to the interests, which justified their course on the ground that it was approved by the people, as indicated by the fact that a number of districts had voted in 1922 against any school levy.

Failure of the 1925 legislature to enact "needed and expected school legislation" was attributed to the current depression in farming and in coal mining, to the economy pronouncements of the major political parties, and to a current sentiment against frequent changes in the school laws. Under the spell of the resulting reaction a bill passed the senate, without opposition, to reduce the school term to six months. Passage was justified on the score that farmers did not desire a standard term, that country children learned more in six months than city children learned in eight, that the school people were "visionary and impractical," and that rural children did not attend the last two months of school. However, the 1925 legislature authorized boards of education, at their discretion, to levy not more than three cents on the hundred dollars valuation for health and recreation, and it increased the authorized teacher-training high schools from twenty to twenty-five.

Toward the end of the Golden Twenties public sentiment, as reflected in the legislature, was indifferent to public education, and most of the school legislation proposed in 1927 was killed in committees. An act requiring that instruction be given in the effects of alcoholics and narcotics on the human system, was a sop to "the good people." Reflecting the effects of the coming of improved roads, school boards were authorized to abandon school houses and to transport pupils who were thus left more than two miles from a school. Although a county unit bill "received considerable attention," it was rejected. Instead of meeting the financial problems of the school situation, the legislature resorted to a survey of education.¹³

Like other reactionary periods, this one was featured by gestures of patriotism, which, among other things, resulted in increasing the number of legal holidays. From the beginning of separate statehood January 1, July 4, December 25, and "any national or state festival or fast day" had been observed. Lincoln's Birthday was not added until 1909, and the 1927 legislature added Armistice Day (November 11) and West Virginia Day (June 20) as days to be observed by suitable programs. Under an act passed in 1919, July 4, Christmas, and Thanksgiving were counted

as days taught, when they fell in regular sessions. An act of 1919, amended in 1923, required teachers to cause the flag of the United States to be displayed over each and every school building while school was in session.

TEACHER CERTIFICATION AND TRAINING

The trend in teacher certification was away from "frequent and rigid" written examinations to credentials earned in approved training institutions. Despite the corruption which featured the introduction of the state uniform examination, it was accepted for a time as both adequate and progressive. This was indicated in official reports and by the fact that the total number of applicants going by that route increased annually from 3,916 in 1904 to 13,142 in 1913, the high water mark. But the usefulness of the uniform system had already been officially described as "perhaps mostly past." This was despite the fact that all but 795 of the 9,849 certificates issued in 1913 were on written examinations. The other issues consisted of six high school certificates earned through graduations, 383 standard normal certificates earned in like manner, 228 elementary renewals, and 178 emergency certificates, first authorized in 1911. The importance of the written examination was indicated by the fact that the "state professional certificate" was earned by that method.

State Superintendent Miller pioneered the way in teacher training as the basis of teacher certification. In 1906 he recommended that West Virginia follow the example of Nebraska which, beginning September 1, 1907, forbade the granting of first grade certificates to applicants who did not have credit for at least twelve hours of education, or of a second grade to applicants who did not have credit for at least eight hours of such training. Two years later he said, "the next step in our educational progress . . . will be a demand for trained teachers." He meant of course professionally trained teachers.

While falling short of this goal, the 1908 legislature authorized the issuance, without examination, of first grade certificates to graduates of the University, who had credit for six semester hours of education, and to graduates of the normal department of the Colored Institute at Institute. At the same time the legislature authorized issuance, upon application and without examination, of second grade certificates, good for six years, to graduates of the University, of the state normal schools, and of other approved schools and provided for their renewal to teachers who had complied with specified professional requirements. Moreover and perhaps more significant still, primary and high school certificates were first authorized and the latter were required of all high school teachers. The following year the state superintendent was authorized to issue first grade certificates to graduates of approved private and denominational schools, who had credit for six hours of education. The emergency certificates, authorized in 1911, were issued to applicants who had no pro-

fessional training, but the life of these certificates was limited to one year and to specified counties.

The supply of teachers remaining short, especially in the rural districts, a short course teacher's certificate, equivalent to a first grade, valid for three years and renewable for an additional three years, was authorized in 1915. This certificate was issued upon application to graduates of teacher training high schools and to those who had completed "the short course" in a state normal school or in an approved private or denominational school. This course consisted of sixteen units of secondary work, three of which were in professional subjects. To carry this training to the rural districts the 1915 legislature authorized the state board of education to select and prescribe courses for ten "teacher training high schools," each of which was subsidized in the sum of \$400. This act has been called "the third milestone in certification through credentials."¹⁴

The trend to professional training was facilitated by abolition of all graded school certificates and the substitution therefor of elementary, high school, and normal school certificates valid in both elementary and high schools, and by the authorization of special certificates to teachers of kindergarten and primary grades and of music, drawing, physical training, home economics, manual training, agriculture, and of "such other subjects as the needs of the schools may require." In 1915 the legislature first made provision for the certification of high school teachers with reference to subjects, required twenty semester hours of education for high school certification, and made first grade elementary and high school certificates renewable. After a second renewal they became, without examination, life certificates. These renewals were conditioned only upon the applicants having passed a satisfactory examination on two approved books of the state reading circle course or upon the satisfactory completion of six weeks' work in a state normal or other school of like rank. High school certificates were renewable to eligible applicants who had maintained "an active interest in school work" and complied with specified teaching requirements.

Despite the low professional requirements for the renewals and the extensions authorized in 1915, the program, as then determined, was considered progressive, but it was soon neutralized by the personnel demands of World War I. To meet these the law regulating high school certification was not strictly enforced, in that teachers were allowed to select their own teaching fields without reference to qualifications; 765 emergency certificates were issued in 1917; and the number rose to 1,638 in 1919 and remained high until 1921. As these issues were made with little regard to professional training, the effects were demoralizing, but they were justified on the score of necessity.

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In an effort to improve the situation and to attract graduates of first class high schools to the teaching profession, they were made eligible, upon application, to a first grade temporary certificate, provided they had credit for six weeks of professional work. These certificates were good for one year and were renewable to applicants who had eight hours of advanced credit beyond high school. As these credits were not specified, they did not perceptibly raise professional standards, but the number of emergency certificates declined from 1,001 in 1920 to 995 in 1921 and to 134 in 1922. The contemporaneous decline in the number of standard normal certificates from 625 in 1918 to 568 in 1919, to 181 in 1920, and to 127 in 1921 did not better the situation from the professional standpoint. Nor did the contemporaneous trend to short course normal certificates, the issue of which increased from 156 in 1919 to 205 in 1920 and to 344 in 1921.

Although confronted by a near crisis in their training program incident to World War I, the new educators did not lose sight of their objectives. Fortunately for their purposes the post-bellum legislatures approved their proposals with few misgivings and fewer questions. In response thereto, the requirements for first grade elementary certificates were raised annually, beginning with July 1, 1922, so that by July 1, 1926, applicants therefore were required to have credit for three years of high school work and twenty-seven weeks of study in professional subjects. At the same time (1919) the state board of education, beginning July 1, 1921, was authorized to prescribe additional requirements for teacher certification, and the state superintendent was permitted to accept for that purpose credits earned in approved institutions in lieu of those earned in examinations. Two years later the state board of education was authorized, beginning July 1, 1922, to prescribe equivalents and substitutions for all elementary and high school certification requirements, and first grade temporary certificates were made renewable to applicants who had done satisfactory work in professional subjects offered in approved schools.

Forecasting the plans and purposes of those sponsoring these changes, the "supervisor of examinations" in the state department gave way in 1921 to a specially trained "supervisor of teacher-training," in the person of Robert Clark, who at once disclosed the shocking fact that 4,800 elementary teachers in a grand total of 10,600 had only an elementary education and that 7,200 of the total were not high school graduates. His remedy for this situation was more formal training, both academic and professional, and less emphasis on written examinations.

To facilitate the resulting program Supervisor Clark chairmanned a teacher-training conference which met in Fairmont on November 14-15, 1921. The conference was well attended by persons interested in certification on the elementary level, and, as a result of its recommendations,

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the state board of education, in conformity with the authorizing acts of 1919 and 1921, liberalized still further its policy of accepting work done in approved institutions toward teacher certification. At the same time it made plans for the organization of the summer training schools authorized by the state legislature to meet the need for trained teachers. As a result there were 37 summer normals, including the state normals, in session in 1922, and the total summer school attendance increased from less than 2,000 in 1920 to more than 9,000 in 1926.

The scramble for credits was somewhat nauseating to old school educators and a bit disconcerting to those of the new school, but all saw progress in the fact that teachers were going to college and thus broadening their outlooks. More assuring still, as the supply of teachers tended to become adequate toward the mid-twenties, certification requirements were raised by all but complete elimination of emergency certificates. Only 28 were issued in 1925-26. The number of certifications on credentials had increased meanwhile from 74 in 1909, the first, to 5,572 in 1926. Taking advantage of the law of supply and demand, reactionaries would have lowered salaries and reduced the length of the minimum term, but educators generally insisted upon higher standards and higher salaries.

In 1924 four elementary certificates: the standard normal, the short course normal, the first grade temporary, and the second grade temporary, all requiring graduation from a first class high school, were issued on written examinations. The standard normal was issued only to applicants who had credit for a two-year collegiate curriculum, including twenty-four hours of education; the short course normal to applicants who had credit for fourteen hours of academic work and twenty-four hours of education; the short course normal to applicants who had credit for fourteen hours of academic work and twenty hours of education; the first grade temporary to applicants who had credit for eight hours in education; and the second grade temporary to high school graduates who had credit for eight additional hours taken in a summer school.

But first grade certificates, earned in examinations, were still renewable on low professional requirements, and holders of second and third grade certificates, earned in examination, were not required to have professional training of any kind. As the examination licensed second and third grade teachers were then about one-fourth of the entire teaching force, they, in the absence of professional training, constituted the weakest spot in the educational system and were in disfavor, except with employing boards. For the same reason, life certificates, procured through renewals, were likewise in disfavor.

At that time first class high school certificates were issued only to accredited A. B. college graduates, who had qualified in two teaching fields and had credit for twenty hours of education. But this standard

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was nullified through evasions of the law and through granting provisional certificates, valid for one year, to persons who had credit for sixty-four semester hours of college work, including six hours in education. Moreover, these certificates were renewable to holders who had attended summer school for a minimum of six weeks or taken six hours extension or correspondence work from an approved school. Special high school certificates were then issued to teachers of physical education, manual training, drawing and art, home economics, and music, who had completed sixteen units of high school work and twenty-four semester hours of work in their special field. Since 1922 the state board of education had not issued high school certificates through examinations, and, as yet, special certification was not required of high school principals.

To simplify the situation with respect to teacher certification, as well as to establish standards, the state board of education, under the authority given it in 1908 and renewed in 1919, directed the supervisor of teacher training to formulate specific requirements. In compliance with this order "Teacher Training Bulletin No. 3" was developed, but it met with so much criticism that its use was made optional. At the same time he was requested to continue his work but with the assistance of committees drawn from the University and the teacher training institution faculties. In compliance about one hundred persons were drafted with the understanding that their work would be somewhat definitive.

During the two years that the resulting study was under way, general conferences, held in Clarksburg, Charleston, Huntington, and Morgantown, were attended by visitors from state departments and state teachers' colleges in Virginia, Pennsylvania, and Ohio. Points discussed included the relative hours of credit in different fields, the requirements in strictly professional courses, and the degree of specialized training as opposed to broad general training to be required. Among the active participants were Walter Barnes, Dean of Instruction in Fairmont State Normal School; Geo. M. Ford, State Superintendent of Free Schools; L. B. Hill and D. D. Johnson, professors in the University; Joseph Rosier, President of Fairmont State Normal School; F. B. Trotter, President of the University; J. B. Shouse, Professor of Education in Marshall College; and Lena M. Charter, State Supervisor of Home Economics. Professor J. N. Deahl of the University and Secretary Marsh of the state board of education functioned in the background, and eight of the twenty-five committee chairmanships were held by members of the Marshall College faculty.

The program, as thus drafted, provided for the separate certification of primary and elementary teachers who had credit for sixty-eight hours of collegiate work including twenty hours in education. Only four to six electives were allowed. The subjects, together with the work required in each, were English, ten hours; social sciences, six; geography,

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six; science, six; health and physical education, six; music, four; and art, four. The collegiate elementary certificate was granted upon the completion of one hundred twenty-eight semester hours, including thirty in education, fifteen in English, twelve in social sciences, eight in biology and nature study, eight in geography, six in health and physical education, six in art, six in music, and thirty-seven electives.

The program for the secondary schools provided for certification in the following teaching fields: English, social sciences, physical science, biology and general science, mathematics, Latin, French, German, commerce, home economics, agriculture, fine and practical arts and music and combinations aggregating twenty-six in all. As most of the teaching positions were in small schools, teachers were required to be certificated in two fields. Only graduates of standard or approved colleges or universities were eligible for certification, but provisional high school certificates, good for one year, might be issued to persons who had completed ninety-six hours of college work including only eight hours of education.

As all the state normal schools were on the point of becoming state teachers colleges in 1928, the collegiate elementary certificate was then added to those issued on credentials, and the requirements for the others were changed with a view to higher standards. Generally, the academic requirements were increased and the professional requirements were reduced. Those for the standard normal were reduced from twenty-four to twenty semester hours. The requirements for the provisional high school certificate were advanced from sixty-four to ninety-six semester hours of college work and the semester hours of education from six to eight. The number of subjects for which special certificates were issued were reduced from six to four, and applicants for such certificates were required to have completed a standard two year curriculum in the subject, including eight hours of education and ten hours of English. Emergency certificates were issued only through written examinations and then only when validly certified teachers were not available. But the professional requirements for the renewal of first grade certificates, earned in examinations, remained unchanged, and second and third grades, issued in that way, required no professional training. Beginning in 1927, the credits offered for certification by credentials were certified by the faculty of the school which evaluated and recorded them.

In both the making and in the finished forms these programs and curriculums were subject to severe criticism. This was especially true of the substitution of oral English for grammar for elementary teachers. There were also objections to substituting literature, "literary types," and "special activities" for grammar, composition, and rhetoric for high school teachers. With a view to eliminating mathematics as "a general liberal subject" it was excluded from the elementary training programs, and

high school teachers of that subject were required to have credit for only sixteen semester hours. Despite the fact that social sciences were spread thin, they were combined with history in a single curriculum for high school certification. It was only after prolonged consideration that the biological and the physical sciences were divided into two teaching fields. Proposed required professional credits varied from fifteen to thirty, but they were compromised at twenty for all fields, except highly specialized ones such as fine arts, agriculture, and physical education which required twelve, fourteen, and eighteen credits, respectively.

Other criticisms and proposals were largely regional and personal. For instance, one prominent educator thought the programs were too largely the creations of Dr. Deahl of the University, whereas another attributed them too largely to Dr. F. P. Baughman of the General Education Board. Still others thought the curriculums had been determined too largely by committee chairmen, particularly those from Marshall College, bent on changing their own programs as little as possible. Because the Fairmont State Normal had put its whole effort toward building up "a strictly teachers college" and had thus allegedly attained a relation to the other state normals not unlike that of the newly established School of Education in the University to the Arts and Science College of that institution, President Rosier of the Normal objected to the proposed standardizing requirements and predicted the probable separation of the strictly teacher training institutions from those that were trying to do "all sorts of things". In any event he was unwilling to accept the "dogmatic, scholastic" curriculums of such institutions. Assuming that the survey of education, then in progress under the consulting advice of Dr. C. H. Judd of the University of Chicago, would give a good deal of attention to teacher training and that the recommendations would be more liberal than the proposed ones, he advised delay in adopting them.

These criticisms and suggestions, particularly the one advising delay, called forth a vigorous defense from the director. Admitting that the proposed program was by no means perfect, he insisted that it was the result of democratic and scientific procedures, "just as much so as any work that will be done by Dr. Judd, or Dr. Brown in connection with the survey." He was therefore unwilling to pigeon-hole the program in a concession to "provincial ideas" and declared his intention to recommend its adoption.¹⁵ After a year of successful experimenting this was accomplished in February, 1928, effective as of January 1, 1929.

The new program, Bulletin No. 7, was the first attempt to standardize the training and certification of teachers on a state-wide basis. As never before, it focused the attention of training institutions on the alleged need for a common pattern. Although the standards used were largely quantitative in that they were described in terms of established academic and professional courses, they tended to break down provincial-

ism. The requirements were however too rigid and exacting to be enforced rigidly, and thus the abuses which they were designed to remedy, were continued. This was particularly true of high school teachers and employing boards. As a consequence the former continued to choose their own teaching fields and many of them were not specially certificated.

MANUALS AND COURSES OF STUDY

The zest for change which motivated the new educators led to curricular revisions. This was not true however of the early part of this period, for the "Manual of the Course of Study for the Elementary and High Schools," first published in 1909 and currently publicized as "the most useful pamphlet ever published in West Virginia for the guidance of teachers in their work," was little more than a helpful rearrangement of the existing subjects according to elementary grades and high school years. Thus it ignored the increasing requests of boys and girls for "something else." On this subject *The School Journal*, under the editorship of old school educators, said, "We are not yet in favor of turning over the schools to the whim of the children. They already run the homes, let us keep the schools in safer hands." After attributing the tendency of boys and girls to "stop school" to the parents the editorial continued, "Courses of study, we think, have precious little to do with it. Children boss their parents, and if the youngsters don't want to go to school, they don't go. This is one of the most alarming evils of American Life."

Despite the seeming finality of this semi-official dictum, the demand for change continued. As previously indicated, the manual was revised and reprinted in 1912 at which time "extended directions and suggestions" for teaching various high school subjects were added. In 1918, the general tendency to liberalize and broaden high school courses was noted officially, as were also the accelerating influences of World War I in that direction. Outstanding among these tendencies was that away from Latin to modern foreign languages, particularly French and Spanish. But even more significant was the growing popularity of the sciences, particularly general science. Then too, American history was being extended from a half year to a full year subject; civics and citizenship were receiving increasing attention; although a comparatively new subject, music was taught in fifty-three high schools in 1917-18; and, through the stimulating influence of the Smith-Hughes Act of 1917, vocational education was gaining in favor.

It was primarily to meet these tendencies that the "Course of Study for Junior and Senior High Schools" was revised and reprinted in 1921. This was accomplished under direction of the state board of education with the aid of several experts and the state department. Because of the rapidly changing conditions, the revision was however regarded as tentative. The character of the change made in 1921 was however freely set

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forth in the "general Statement" heading the new course of study. Inasmuch as mathematics, the foreign languages, music and drawing were "well organized and understood", the space previously given to them was reduced and given to English, history, civics, home economics, and trades and industries and to newly developed theories and teaching aids.

After being revised and reprinted in 1912 and 1914, the 1909 Course of Study for the Elementary Schools was published in an abridged form following the Capitol fire in 1921. Nothing more was done however to bring this manual up to date until 1926, when a complete revision was ordered by the state board of education and commenced under direction of the state supervisor of rural schools. With the aid of fifteen committees, composed of over eighteen hundred teachers, principals, superintendents, and others, the work was completed in 1927 and tentatively approved by the state board for a year's trial. The thousands of resulting criticisms were used by the committees in revising their work which was formally accepted and published in 1928 but with the warning that it was not a finished study. Instead, it was indicated that the making of courses of study was a continuous thing to be supplemented from time to time by bulletin aids. The new study was published under the title "State Course of Study and Teachers' Manual of the Elementary Schools of West Virginia."

The rapid material development of the state and the belated discovery that she was far behind in vocational education and in standard curricular requirements, made a thorough revision of the state prescribed high school courses of study imperative. Accordingly, the state board, in June, 1925, authorized the required revision and placed it under direction of L. F. Roberts, Professor of Secondary Education in the University, who had qualified for the assignment through graduate studies in the University of Iowa.

With the cooperation of R. O. Taylor, State Supervisor of High Schools, thirty-two high school principals, forty teachers, and ten university and normal school teachers, Professor Roberts began the work at once and in the course of the ensuing year drew upon the experience and the advice of several hundred teachers. He and his helpers then spent eight weeks in working the resulting materials into a tentative course of study and a manual, each of which was approved by the state board on August 6, 1926 for a year's trial. Through the use of institutes and other such services the year was used to teach teachers and principals how to use the new manual and course of study. The proposed changes were then subjected to a thorough revision before they were finally adopted by the state board. Final approval was with the understanding that the new course of study and the manual would be "further revised and refined, and reprinted" when funds were available.

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This action was taken in August, 1927, and on September 1, following, R. Emerson Langfitt succeeded Taylor as state supervisor of high schools, but the change in personnel involved no change in policy. Instead, chief concern was with additional revisions, and Supervisor Langfitt asked for funds and authority to formulate and publish expanded and enriched courses of study, as needed. Two years later he resigned to accept a fellowship in New York University and was succeeded by Dan H. Purdue, who was prevented from making additional changes because of exigencies of the Depression and because of the untimely death of Professor Roberts. The 1927 Course of Study and Manual were accordingly retained with few changes, but in 1929 an additional course on "the Nature of Alcoholic Drinks and Narcotics and their Effects Upon the Human System" was developed and adopted.

As adopted in 1927, the high school course of study was built around a common core consisting of the following required subjects: English, three years; social studies, three years; natural science, one year; mathematics, one year; and health and physical education, one-half year, or a total of eight and one-half credits. To meet the needs and the supposed abilities of the greatest possible number of pupils these courses were arranged in a sequence which permitted vocational subjects, centering about the ninth year, to precede more advanced subjects. As most of the schools were rural and small, modern foreign languages were not included in any of the courses for state-wide use. As the "more simple and concrete phases of algebra and geometry" were taught in the junior high school, the general curriculum for the senior high provided for only two years of mathematics. Spanish was not included in any of the curriculums.

More than anything else, perhaps, except the "multiple" curriculum introduced at the University in 1882 and the Raymond regime of that institution, the high school curriculum adopted in 1927 divided state educators and the public. Here and there faculty differences were featured by personalities; generally the newspaper press protested against the changes and the situation thus produced was a factor in placing the University under the control of a board of governors. In a widely quoted editorial the *Charleston Mail* protested against making study of the foreign languages, including Latin, optional and restricting the amount to be taken. Alleging that mathematics contributed to needed mental discipline, it also protested the comparatively unimportant place given it and deprecated the possible substitution of such "cloudy and indeterminate subjects as psychology, sociology, and even economics." *The Morgantown Post* left the whole matter to the experts.

Defending the reorganization as in line with the most enlightened progress, Dr. Deahl asked the critics to forbear until its completion, but Professor Roberts answered them in some detail. The most complete exposition of the new educational philosophy was however set forth by

Walter Barnes, Editor of *The School Journal*, who justified the reorganization on the ground that the traditional subjects, especially those of the so-called disciplinary type, were not suited to the education of pupils, few of whom would ever attend college; that the primary function of the high school was not to prepare students for college; that the old type education did not really educate; that high school studies should deal with life and be a part of it; that interest in one's work was essential to the development of intellectual qualities and dexterity of hand; and finally that there was "an abundance of rich, interesting subject matter, with meat in it, with the elements of life in it, to nourish the minds of boys and girls" without resort to the old and discredited curriculums.

THE COUNTY TEACHERS' INSTITUTE

While teacher-training was eliminating certification on written examinations, for the same reason and to the same degree it was killing the old time county teachers' institute. As in the case of the former, the process was somewhat drawn out. A summary of the outstanding incidents is therefore required to complete the picture. Even at the beginning of this period the county institute was however subjected to severe criticism, but it was then the only means of reaching a large majority of the teachers professionally. The state superintendent sought therefore to preserve it by making it more professional. To that end lectures and programs, adopted to regional needs and conditions, tended to displace drills in subject matter, and the biennial appropriations of state funds for instructors increased from \$6,000 in 1909 to \$7,000 in 1911 and to \$8,000 in 1913. Through use of two-fifths of the \$1.25 enrollment fee, county superintendents were also able to do much for the "betterment" of their institutes. Through the use of such devices and the exercise of greater care in the selection and the direction of instructors interest was revived, as indicated by the fact that the annual attendance again tended upward. The total for 1910 was 8,697.

Criticism of the county institute persisted to the point where it required additional attention. The decision to retain it was influenced largely by the fact that it was the only place where hundreds of beginning teachers could receive professional training. In other words, it was still, as in the beginnings of the new state, an itinerant normal. Moreover, it was a common meeting place, and as such was useful in formulating educational programs and policies, but teachers who attended summer schools objected to compulsory institute attendance. On the score that the possible benefits were too far removed from the opportunities to apply them, teachers generally objected to attending institutes in July and August. In an effort to overcome the latter objection a number of counties, beginning about 1915, held their institutes late in August and early in September, and under an act of 1917, county superintendents might excuse

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persons from institute attendance who had attended a standard college, a university, or a state normal summer session. Under the same act county superintendents were authorized to permit teachers to satisfy their institute attendance requirements by attending teachers' round tables.

World War I tended to rehabilitate county institutes. It was through them that the government gave teachers lessons in thrift, in food conservation, in bond selling, and in the use of social service agencies, which they passed on to their pupils who in turn sold them to their parents. It was largely out of recognition of such possibilities that the biennial appropriation for institute instructors was increased in 1917 to \$9,500 annually, and that the one hundred dollar limit on the expenditure for any one institute was removed two years later.

Following World War I the county institute again came into disfavor, but its traditional hold, plus a large number of new and inexperienced teachers, commanded retention. The per diem attendance was therefore increased to \$2.50, and the total annual appropriation for institute instructors was advanced from \$10,000 in 1919 to \$15,000 in 1921. In the latter year a division of county institutes, with a full time director, was established in the state department of education; each institute was also provided with a full time instructor in physical education and in music; special instructors, some of whom were then paid \$100 per week and traveling expenses, were rotated after the Chautauqua plan; and the time for holding county institutes was restricted, first to the six, then to the five, then to the four, and finally to the three weeks immediately preceding the opening of the schools. These devices having failed, educators reluctantly admitted that the county teachers' institute had served its usefulness.¹⁶

This conclusion had been forecast in an act of 1919 authorizing the state superintendent to provide other devices than county institutes as a means of improving teachers. It was confirmed in 1927, when only twenty-one counties held the regular five day sessions and thirty-four held three day sessions with the understanding that the teachers affected would complete the required attendance in some other educational conference, such as a district and high school institute or a round table. For many of them the S. E. A. was a professional rendezvous. More significant still, 7,614 teachers were certificated in 1927-28 on credentials and 940 on written examinations, and that same year the functions of the director of institutes were absorbed by the state supervisor of rural schools. Beginning with that for 1928-30, the biennial reports of the state superintendent of free schools did not mention teachers' county institutes. Instead, much was said about teachers' meetings, round tables, regional conferences, and public school days.

Taking cognizance of this situation, the legislature by an act of March 13, 1931, repealed all the provisions of the code relating to

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teachers' county institutes, and *The School Journal* for the following May noted the exit in these words: " 'Though lost to sight, to memory dear' describes the feeling of a great many people with respect to the passing of the county teachers' institute". The passing was a product of "the inexorable march of time and its ruthlessness in obliterating institutions that have entwined themselves into the lives of a people". Incidentally, the state saved \$185,102.98 paid for institute attendance (\$138,528.45 to elementary teachers and \$46,574.53 to high school teachers), plus an annual appropriation of \$15,000 for institute instructors.

Soon after the formal passing of the county institute, the niche left by it was filled by county teachers associations which, following the enactment of a county unit law, were organized in each county of the state. This organization was ideally suited to the changed situation. Among other things, it could be convened where and as often as needed; it provided teachers, principals, superintendents, and their assistants an opportunity to work and plan together; and, when desired, speakers were available at little or no cost. Generally, a part of the time of the first meeting was used to name delegates to the S. E. A. and to formulate programs for the ensuing year.

ADMINISTRATION AND SUPERVISION

Somewhat persistent but futile efforts were made in this period to provide effective supervision and administration of rural schools. With experienced teachers being replaced annually by youthful beginners, guidance was imperative. As it was physically and in most cases professionally impossible for county superintendents, because of the areas served and their lack of preparation, to provide supervision, resort was to district supervisors, who, following 1910, were used in considerable numbers. To further the incipient movement in that direction the Southern Education Board provided the salary and travel expenses of a state supervisor, and in 1910 L. J. Hanifan of the state department, was named state rural school supervisor. Under his leadership, the number of district supervisors increased from 37 in 1911-12 to 58 in 1912-13, when their work was officially described as "the most telling of all that is being done for the rural schools".

It was not however until 1915 that certification of district supervisors was authorized by law. An act of that year required the state superintendent to certificate for a period of three years applicants who had taught three years on a first grade certificate, or its equivalent, and passed a satisfactory examination on subjects prescribed by the state board of education. At the same time he was first authorized to issue supervisors certificates, valid for five years and renewable for a like period, to applicants who had graduated from the University, or a state

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normal or any other approved school with credits approved by the state board of education, provided that such credits included not less than twenty hours of education, five of which were in school supervision, and provided furthermore that such applicants had at least three years' teaching experience. With the provisions regulating the issuance of credential earned certificates remaining unchanged, the law governing those issued on teaching experience and examinations was changed in 1919 so as to increase the required teaching experience from three to four years. In response to these changes and the trend to supervision the number of district supervisors jumped from 65 in 1918-19 to 98 in 1919-1920.

With supervision thus growing in favor the 1921 legislature first formally authorized the employment of district supervisors. Prior thereto they had been authorized only through legally sanctioned certification. Under the new law the district supervisor became the executive officer of the district boards, and, as such, recommended teachers and principals for employment and assigned them "to their respective posts of duty". Although no changes were made in his qualifications, admittedly low, he was required to visit all schools under his control, to maintain minimum standards in courses of study, to supervise the methods of instruction, and to call and direct teachers meetings "as often as practicable." These semi-progressive provisions were however dealt an all but fatal blow in the state aid act of 1921, which required voter approval of all levies used for district supervisors' salaries in excess of \$150 per month. In the conservative reaction which followed, increased levy approvals were not readily given, and the office of district supervisor fell into disfavor even with the supervisors themselves.

This trend had in fact made district supervisors somewhat ridiculous, for by 1927 there were several instances where teachers with A. B. and even M. A. degrees were being supervised by persons who did not have a high school education and by persons who had not gone beyond the standard normal course. Under such conditions the office tended to gravitate to political spoilsmen and was authoritatively described as "the weakest link in the whole educational system." Fortunately perhaps the number of district supervisors had declined from 98 in 1919-20 to 58 in 1927-28, or to what it was in 1912-13. In the field of principal supervision, where 277 persons were employed in 1928, the situation would have been better but for the fact that most of them, together with 96 supervisors of special teaching fields, were in the independent districts.

The failure to reach the rural areas through competent supervision and thus to equalize educational opportunities by improving the weakest spot, had failed. For this the exigencies of war, the conservative reaction which followed, and the absence of high professional standards in supervisors were largely responsible. As reported by the Survey of Education of 1927-28 approximately eighty per cent of the rural teachers then re-

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ceived no supervision; 18.6 per cent received very little; and only 1.7 per cent received considerable.

Under the leadership of State Superintendent Shawkey, the county superintendency was greatly improved in this period. It was largely through his initiative that the superintendents were in 1907 organized into an association. Although this organization was conceived largely to promote personal ambitions, it soon commanded the support of all the superintendents, regardless of political affiliations. The resulting cooperation was largely responsible for an act of 1911 requiring county superintendents to be first grade teachers of "successful experience" and legalizing a new salary schedule, under which superintendents in counties having not more than fifty schools received \$700; more than fifty and not more than seventy-five, \$775; more than seventy-five and not more than one hundred, \$850; more than one hundred and not more than one hundred and twenty-five, \$925, with two dollars additional for each school above that number. Moreover, superintendents were allowed extra compensation for conducting teachers' examinations, but the total compensation for any superintendent was not to exceed \$1,500. In 1928 their salaries ranged from \$1,200 to \$2,100. Since 1911 they had been forbidden to teach in any private or public school while the public schools were in session.

In 1913 county courts were required to provide county superintendents with offices at the county seats, and they were allowed clerical assistance at the rate of three dollars for each school under their supervision. Nothing additional was done however to improve the professional qualifications of the county superintendent and to make him what his title implied. As a consequence many of them were politicians rather than educators. About one-third of them did not have a high school education; they were not generally consulted by boards of education in the appointment of teachers; and their contacts with teachers were largely clerical. Repeated recommendations of state superintendents to the effect that all county superintendents be elected by county boards of education continued to be ignored. The county boards were not even constituted.

At the end of this period, persons qualified for the county superintendency by holding a life certificate, or a supervisor's certificate, or a standard normal diploma or its equivalent, as determined by the state board of education. They might qualify also by holding a first grade teachers' certificate, provided they had ten years teaching experience and credit for nine weeks college training in administration and supervision. Both the high school principals and the city superintendents had forged ahead of the county superintendents in salary and in influence. Even the few competent and progressive ones among the latter were, in many cases, fettered professionally by unprogressive boards of education, elected on partisan ballots, and by the inability of county superintendents, under a time dishonored custom, to select and place their teachers and prin-

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cipals. Generally, "the next forward step in education", as of 1927, was considered to be advancing the county superintendent to a position of influence and responsibility.

Following the enfranchisement of women in 1920, nine women, "the nine pioneers", were elected in 1922 to county superintendencies. They, together with their respective counties, were Bertha Steinbach-Filson, Mason; Virginia Foulk, Cabell; Eva D. Keyser, Raleigh; Bessie D. Kilmer, Berkeley; Florence C. Kuhn, Kanawha; Peryl Morris, Pleasants; Myra M. Nefflen, Mineral; Anna M. Wallace, Pocahontas; and Clara Wilson, Marion.

As previously indicated, the city superintendents were the outstanding school administrators of this period. Their prominence was due, however, more to their salaries than to their accomplishments, and that, too, despite the fact that they had freedom and authority "only dreamed of by school authorities in cities of other states". Their practices were only "generally approved" by the Survey of Education of 1927-28.¹⁷ Nevertheless, where a few West Virginia school people were then gathered together, they generally indulged in a favorite pastime—discussion of the salaries of their city superintendents.

Reflecting the tendency toward consolidation and use of larger administrative units, the powers and duties, both mandatory and permissive, of district boards of education increased, but the personnel, except the independent districts, continued to consist of the president and two members. Until 1919, board members had relied largely upon board appointed sub-district trustees, who, on the third Monday in July of each year, or as soon thereafter as practicable, were required to meet at the school house and appoint the teacher or teachers of their sub-districts. Trustees were also required to visit the schools at least twice annually, to purchase necessary supplies, and to care for school buildings, which, with their permission might be used for religious, political and literary meetings and for Sunday schools. Trustees received no compensation for their services, but they were compensated for itemized accounts of necessary expenses in the performance of their duties. They were forbidden to practice nepotism in the choice of teachers and might be removed by the appointing boards upon five days notice in writing.

In response to current centralizing tendencies and lessons of experience, this system was changed in 1919 so as to permit district boards to appoint for each sub-district a single trustee or three trustees, as the boards might determine. In either case the appointees were under the immediate direction of the appointing boards and subject to summary removal by them. Trustees were in fact thus relegated to building custodians with authority over the janitor only. Both the 1919 and the 1921 legislatures increased the powers of the district boards who were not even forbidden to practice nepotism in the appointment of teachers. Board mem-

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bers were allowed a compensation of three dollars a day, but the number of days in any one year could not exceed fifteen for the president or twelve for a commissioner. District boards were also given a secretary whose compensation ranged from \$25 to \$100, plus two dollars for each school over fifty. Thus fortified, board members held tenaciously to their authority, refusing to delegate it even to competent county superintendents. Nevertheless, the Survey of Education recommended that the control of district schools be vested in district boards.

CONSOLIDATION AND TRANSPORTATION

As intended, the supervisors of rural schools were largely responsible for the considerable progress made in consolidation in this period. Under such direction the first consolidation, authorized in 1908, was effected in 1910 at Sherrard, Union District, Marshall County, where six small schools were abandoned and consolidated into one graded school of three rooms. Other consolidations followed the next year, the largest of them being in Gary, Adkins District, McDowell County, where a graded and high school building was erected to accommodate the several mushroom coal towns which had sprung up about Gary. In each case horse drawn wagons were used for transportation. As improved roads were yet largely in the dream stage, consolidations were of course limited to narrow areas. However, after only two years, ninety-three rural schools had been abandoned and fifty-two graded schools of from two to twelve rooms each had been established.

As indicated by the fact that nearly 300 rural schools had been abandoned by 1916 the consolidation movement gained in favor. Contrary to more recent opinion, it was aided rather than retarded by the "Rural Social Center" movement begun in 1913-14, for the facilities thus afforded made attractive consolidation centers. An act of 1915 authorizing school boards to make consolidations on their own initiative and not, as previously, under an act of 1908, upon a written request of seventy-five per cent of the voters of the districts affected, was also an accelerating influence. Then, too, boards took advantage of an act which required them to close schools with less than ten pupils in average daily attendance.

World War I brought the consolidation movement to a standstill, but it was revived in 1919 through a campaign of education sponsored by the state department, which brought the pros and cons of the subject into review as never before. The former resolved themselves to the alleged efficiency of consolidation and to the possibility of providing it, when the improved roads then in process of construction, permitted. On the other hand, transportation costs were said to be prohibitive, and much of a sentimental nature was heard of the "little red school house." Refusing to make a virtue of meagerness and poverty, consolidationists

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continued to push their program. By 1928 there were thus 103 first, 24 second, and 14 third class consolidations. Because patrons refused to remove their children from natural community centers, consolidation made least progress in areas immediately surrounding independent districts.

FUNDS AND REVENUES

In a burst of "misguided enthusiasm for immediate improvement" the voters in 1902 limited the irreducible school fund to \$1,000,000. Prior to 1902 and for some time thereafter, this action was however a sore spot with school people generally. Influenced by the example of other states, particularly Michigan, Minnesota, and Texas, they believed that West Virginia should also have a large permanent school fund accumulated through depletion taxes on natural resources. Superintendents Miller and Shawkey each recommended the authorization of such a tax. On the other hand, a number of persons would have abolished the irreducible school fund entirely. Generally, they claimed that the declining interest rates had destroyed the effectiveness of all such funds.

For the year ending in 1908 the general school fund totaled \$724,575, of which \$297,015.79 was transferred state funds; \$254,105.17 was from capitations; \$63,728.68 was a balance from the repealed state school levy; \$42,036.18 was income from the school fund; \$25,330.26 was court fines; \$16,327.19 was interest on state deposits; \$6,692.46 was teachers' examination fees; \$6,400 was dividends on state owned stocks; and \$5,382 was teachers' institutes fees. The remainder, totaling \$4,410.67 and including \$22.58 from railroad taxes, was derived from sales of delinquent and forfeited lands. The total cost of the public free schools was however \$3,925,754.89, of which amount \$3,201,178.89 or about 82%, came from general property taxes collected in the districts.

Although the minimum term was extended from five to six months in 1907, the maximum levies for buildings were reduced from twenty-five cents to fifteen cents, not including twenty-five cents each for new buildings and for current indebtedness. At the same time the former seventy-five cent rate for teachers was abolished and district boards were authorized to lay such a levy as would, with the money received from the state, produce sufficient funds to keep the schools in operation for six months. Districts and independent district boards were also authorized to levy ten cents additional for high schools.

In an effort to equalize educational opportunities the board of public works was authorized in 1908 to divert \$50,000 of the general school fund to supplement the salaries of teachers in districts which could not maintain minimum terms under the existing maximum levies. The following year "the supplemental fund" was increased to \$75,000 for teachers and to \$15,000 for buildings. To cover these items, together with additional expenditures of the state department and a contemplated

advance in the salaries of county superintendents, the general school fund was fixed in 1909 at \$750,000 by an act which directed the board of public works to transfer the necessary state funds to keep it at that figure. It remained stationary during the ensuing ten years, as did also the \$75,000 supplemental aid to teachers and the \$15,000 supplemental aid to the building funds. Largely to meet the demands incident to World War I, the 1919 legislature added about \$750,000 to the distributable school fund. The former was derived from indirect taxes and was all used as supplemental aid. In other words, it was distributed on the basis of needs.

The resulting experience, together with demands for additional funds for teachers' salaries, for district supervision, and for standard schools, caused the 1921 legislature to add \$1,000,000 to the general school fund and to return to the practice of per capita distribution on the basis of the enumeration of the amount left after all supplemental needs and authorized expenditures had been cared for. Under this plan the general school fund ranged from about \$2,000,000 to \$2,500,000 during the ensuing five bienniums. It was used to pay the expenses of the state department and the salaries of county superintendents; to supplement teachers' funds in districts which could not provide minimum terms with maximum levies; to supplement maintenance funds under similar conditions; to supplement elementary teachers' funds in districts which had voted levies in excess of forty cents; to aid high schools; and to aid districts (not independent) which maintained standard schools. The remainder and larger sum was distributed among the school districts and independent school districts on the basis of the enumerated youth of school ages.

Although the state in this way carried a considerable item of the public school burden, it still adhered to the policy of placing chief responsibility for school programs upon the districts. To make this possible, the 1921 legislature raised the maximum levies from ten to fifteen cents for buildings. Already the 1919 legislature had increased the levy for teachers to forty cents and whatever additional rate was necessary to support the schools in any district or any independent district for the minimum term at the minimum salaries. The 1921 legislature reenacted this levy and continued the policy, first adopted in 1919, of permitting the boards of sub-districts, independent districts, and districts whose boundaries were coterminous with those of municipalities, to lay the necessary levies to extend their terms beyond the minimum, on petition of a majority of the taxpayers. At the same time they were authorized to lay the necessary additional levies in any district or independent district where such extension had been authorized by a majority of the votes cast at an election. The act of 1919 increased the regular high school levy to twenty cents which could be increased for special needs. For new high school buildings a

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forty cent levy was authorized, and the 1921 legislature permitted any levy necessary to support a legally established high school.¹⁸

These acts, especially that appropriating \$1,000,000 state funds to the general school fund, were hailed as a triumph for "the school people". And that they were, for the total expenditure for public schools jumped from \$8,325,769.48 for the year ending in 1919 to \$19,944,716 for the year ending in 1922. The rejoicing was short lived however, for, under the stress of the hard times of the early twenties, few districts authorized additional levies; a few of them actually voted against any levy; and there was general complaint about the high cost of education. Dr. H. S. Pritchett, President of the Carnegie Foundation, expressed amazement at the expansion of the national educational program and doubt as to the ability of the taxpayers to finance it.

Almost needless to say, conservatives availed themselves of this condition to keep school costs down. To them the utterances of Dr. Pritchett was the voice of wisdom, but West Virginia educators, in agreement with the National Education Association, thought them ridiculous. Under the circumstances, the conservatives had their way and the total expenditure for the year ending in 1928 was only \$25,469,956.58. In their requests for more liberal allowances, the state educators attributed the increasing cost of education to the decline in the purchasing value of the dollar, to a fifty per cent enlargement of the school program, to extension of the length of term from 137 days in 1915 to 164 days in 1925, and finally to improvement in the quality of the schools generally.

The worst feature of the entire system was its stultifying inequalities. For instance, the per capita wealth per student in the 1920's varied from \$841 in Jumping Branch District, Summers County, to \$14,664 in Cass District, Monongalia County. The thirty cent levy on these values yielded \$1.59 for each child in the former and \$48.90 in the latter. At the same time, active rates of taxation for school purposes varied from 37 cents in Freeman's Creek District, Lewis County, to \$2.22 in Ripley Independent District, Jackson County. For the year ending in 1917 the school term in thirty-seven districts varied from seventy-five to one hundred ten days of the required six month term, and the Survey of Education, made ten years later, indicated that children in rural districts with short terms and poor teachers were far behind children who attended city and consolidated schools.

The chief difficulty lay in the fact that the wealth of the state was amassed in spots and sections, while other spots and sections were without taxable wealth to support even good elementary schools. As a consequence, in 1924 terms varied from 180 days in fifty-three districts to 160 days or less in three hundred forty-four districts, and the average per capita cost in districts with the longer terms was much less than in those with shorter terms. In the former, buildings and equipment were of the finest

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sort, whereas in the latter children were crowded into "huts," unpainted and bare, poorly heated, rudely furnished, without libraries and sanitary outbuildings. Moreover, the best teachers were in the wealthy districts which were also provided with supervisors and special instructors in music, drawing, and other subjects. In face of the law requiring property to be assessed at its full and actual value, the assessments in some counties were lowered from year to year so as to boost their shares of the supplemental funds.

Proposals for remedying these inequalities were made from time to time. Superintendent Ford would have used a state distributable fund amounting to from one-third to one-half of the total cost of the public schools and distributed by a formula determined by the current enumeration, the average daily attendance, and the number of teachers required. In addition thereto he favored supplemental aid for the poor districts and a county unit administered by a county board of education authorized to consolidate district budgets, to lay a uniform county levy, to control county high schools, to appoint the county superintendents, and to lay small special levies to supplement the salaries of the county superintendent and provide such supervision as might be authorized by law. He would however have retained the districts. In keeping with these suggestions the S. E. A. in 1926 petitioned the legislature to make the county the unit of taxation for school support.

After three years of study aided by a General Education Board sponsored bureau of investigation and statistics and a state council of education, in 1929 Superintendent Cook emphasized the need for a thorough revision of the state tax system as the best means of remedying the defects in the state school system. Among other things he indicated that 94% of the total school revenues was collected in the districts and that 97% of the total expenditures for schools came from direct taxes on general property. Attention was called also to the fact that West Virginia was then the only state in the Union in which more than two-thirds of the total cost of public education was thus derived. Ranking states were Arkansas with seventy-one per cent and Virginia with sixty-two per cent. To remedy this "chief handicap" to West Virginia's progress, Superintendent Cook suggested the following program: 1. A relief fund of \$6,672,000 to be distributed among the districts in accordance with a given formula; 2. An equalization fund of \$1,500,000 to be used to aid districts which could not provide minimum terms with maximum levies; 3. A school building fund of \$500,000 to aid poor districts to construct new and better buildings; and 4. A supervision fund of \$225,000 to aid the districts in providing supervision and management.

Teachers generally, as indicated by a resolution of the S. E. A. adopted in 1927, favored the use of a state distributable fund, collected from indirect taxes, as a means of equalizing educational opportunities. A

bill for that purpose, though defeated in 1927, was called "the first step towards placing the state on a basis comparable with other states." Influenced by their example, some teachers favored increasing the irreducible school fund. Still others favored the county as the unit of taxation and the abolition of all independent districts.

Not all persons who favored the county unit would have abolished the independent districts, for they refused to concur with the charge that they had been established for selfish purposes. Instead, they insisted that they had been the "forerunner of better things in education." Although the S. E. A. adopted a resolution in 1926 favoring the county unit, it was then a "much mooted question." Defenders of the independent districts then feared that the proposed leveling up process would be too much of a leveling down operation. Partly to meet possible contingencies, the Independent District of Wheeling had been completely reorganized in 1923. Among other things the membership of the board of education had been reduced from twenty-one to five.

Despite the stultifying inequalities and the controlled economy which featured this period, it witnessed a substantial increase in teachers' salaries. Beginning in 1908, when the scale was raised to \$40, \$35, and \$30 for first, second, and third grade certificates, respectively, holders of first and second grades were advanced ten and five dollars in 1915, when employing boards were also authorized to make adjustments in the salaries of graded school teachers beyond the legal minimums. In 1919 the salary scale was fixed at \$75, \$60, and \$45 minimums for first, second, and third grades with additional for professional training and summer school credits, and in 1921 basic salary minimums were advanced to \$85, \$65, and \$50 for first, second, and third grade certificates. At the same time basic minimum salaries for holders of collegiate, standard normal, and short course certificates were fixed at \$110, \$100, and \$90, respectively, with additional pay for experience. Thus salaries were more than doubled in the World War I period. They remained at the 1921 levels until 1933, when, because of the Depression, they were all reduced about fifteen per cent.

LIBRARIES

Under an act of 1908 authorizing boards of education to spend ten dollars annually for books for each school under their control, and to employ a part-time librarian at a salary not to exceed \$5.00 a year, the total number of volumes increased from 74,092 in 1905 to 212,673 in 1909. This increase was aided also by the "Library Manual" which listed, as required by law, the books approved by the state superintendent for purchase and contained material and suggestions for the observance of Library day. Upon this background Superintendent Shawkey in 1913 launched a library movement by inviting private individuals and the schools

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to donate books and build public school libraries with a view to making them intellectual centers.

The interest thus aroused was responsible for the passage in 1915 of an act authorizing school districts, cities, towns, and counties to lay a levy of one and one half cents for the establishment and maintenance of public libraries. Under this arrangement the number of volumes in elementary school libraries increased noticeably, those in high school libraries, rapidly. From 1918 to 1928 the contents advanced from 413,767 and 78,989 to 644,112 and 379,645 volumes, respectively. The latter figure included 58,180 volumes in junior high schools and 14,190 in Negro high schools.

Despite this rather progressive showing, there were then about 1,200,000 residents who did not have access to public libraries of any kind. Largely because of the rural character of the state, the district school libraries had thus fallen short of their supposed possibilities. The radio and the movies were preferred. Thus West Virginia was in 1928 one of only eight states in the Union, which did not provide traveling libraries of some sort or individual mail service for rural people. The results were reflected in the "Survey of Education", made in 1927-28, which showed that a large number of teachers were not reading books and magazines.

TEXTBOOKS

Largely because of the resulting scandals, the practice of selecting textbooks by county boards was abolished in 1909 and the statewide system of uniform texts was restored, except in independent districts and in towns and cities of 3,500 or more population, which were allowed to make their own selections. Under the changed method the selections for the state at large were made by a state textbook commission of nine members, whose duties were ten years later assigned to a newly organized and constituted state board of education. The choice of texts was however little influenced by the educational trends of this period. Instead, it was determined largely by the statutes which in turn were determined by the representatives of interested publishers, particularly those having the adoptions. For instance, according to an act of 1919, five affirmative votes were required to make new adoptions and six to change a text. Largely for the same purpose the board was in 1921 forbidden to make adoptions except by the affirmative vote of five members and to change the texts at any one adoption period in more than thirty per cent of the subjects required to be taught by law. Supposedly in the interest of economy but really in the interest of the existing adoptions this method was retained during the remainder of this period.

To safeguard publishers' interests some of them kept full-time paid representatives in the state, but the chief concern of these agents, the adoptions having been determined, was with keeping teachers supplied with

their wares and with instructing them in their uses. In most cases they were therefore helpful in carrying forward school programs, and that too despite the fact that they gave and asked no quarter at textbook adoption times. A favorite device in such contests was the "retention" of persons, generally lawyers, who had, or were supposed to have, "influence" with the adopting boards. Abuses of this kind were so flagrant in 1917 that the state superintendent requested a legislative investigation, but nothing came of the request and the abuse persisted.

In keeping with the current trend, an increasing number of educators favored free textbooks for all pupils in the primary and elementary grades. Since 1903 district boards had been permitted to provide free textbooks, and a number of the wealthier districts had provided them. Influenced by their experiences and that of others, an increasing number of West Virginia educators became convinced that the policy should be applied there on a statewide basis. In response to the resulting sentiment members of the 1909 legislature informally requested the state superintendent to investigate the practices in the country at large. Results of the investigation convinced Superintendent Shawkey that West Virginia should use free textbooks on a statewide basis, and he and his successors repeatedly recommended enactment of the necessary legislation. Several times, notably in 1917, the legislature was on the point of complying, but it failed to do so, usually because of some technicality or because of inability of the two houses to agree on the details.

VOCATIONAL EDUCATION

Although Dr. Charles W. Eliot of Harvard had indicated and most of the progressive states of the Union had demonstrated that "instruction in our schools should relate more nearly to the future vocation of the child," in 1908 West Virginia offered no instruction in the manual arts, in domestic science, in agriculture and horticulture, or in the various forms of handicraft, except in the two colored institutes, the state penitentiary, and the state reform schools. Describing this condition as shameful Superintendent Shawkey recommended the general introduction of manual training and trade schools. The problem of determining whether the proposed schools should be newly created or whether existing schools should be converted was diplomatically left to the legislature.

In response to these proposals but ignoring the fact that the state was becoming industrialized, the 1908 legislature required that instruction be given in elementary agriculture and the following year required that all elementary teachers be certificated in that subject. At the same time the University College of Agriculture began to offer extension courses and to sponsor farmers' institutes; the University Preparatory School at Keyser established a department of agriculture; three or four leading high schools offered courses in domestic science; and the interested public was talking

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about the cultural values of courses in agriculture. Thus, the West Virginia farm improvement movement attracted attention throughout the country at large. H. W. Collingwood, Editor of *The Rural New Yorker*, described it as a "back to the land" movement which might help to solve the problem of care for discarded industrialists.

Despite this promising beginning, it was soon discovered and officially announced that neither agriculture nor domestic science could be taught effectively in one-room elementary schools. Reluctant to accept this discovery, the State Federation of Women's Clubs tried to sustain interest in domestic science, and for a time the possibility of manual training for boys on the elementary level was indulged. In 1913, M. J. Abbey, through the publication, *School Agriculture*, succeeded in sustaining interest, but his efforts were directed largely to the high school level. The consolidation of schools seemed to provide a suitable condition for offering courses in domestic science and industrial arts in the grades, but the conditions of the Smith-Hughes Act, approved by Congress on February 13, 1917, were such that practically all the vocational education offered in West Virginia thereafter gravitated to the seventh and eighth grades, to the junior high school, and to the high school.

As elsewhere, acceptance of the provisions of the Smith-Hughes act by West Virginia (May 26, 1917) marked the beginning of vocational education in that state. Under this act the Federal Government agreed to match dollar for dollar funds spent by the states and local units for the purpose of training youths below college grade and over fourteen years of age for useful employment. An impelling factor to this action was the fact that only about five per cent of the pupils who then entered the first grade, graduated from college. With a view to correcting the resulting situation, the Federal Government, through the "Federal Board of Vocational Education," proposed to cooperate with the states "in paying the salaries of teachers, supervisors, and directors of agricultural subjects, and teachers of trade, home economics, and industrial subjects, and in the preparation of teachers of agricultural, trade, industrial and home economics subjects."

By the acceptance act the state board of regents was made a state vocational board with power to set up a system of vocational education to comply with the federal act and regulations. No funds having been appropriated by either the Congress or the legislature, the state vocational board designated its secretary, J. F. Marsh, to act as state director. When, in 1919, the state board of regents became the state board of education, it in turn became the state vocational board and its secretary, J. F. Marsh, became the director of vocational education. Under his direction supervisors were at once appointed for vocational agriculture, trades and industries, and home economics. After a short period mining extension work was entrusted to the School of Mines of the University. The University

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was designated as the training institution for white teachers in these subjects and West Virginia State College to train Negro teachers of home economics, and acceptable courses were at once developed in all these fields.¹⁹

Despite the difficulties encountered in getting educators and administrators to accept vocational education as "a natural and inseparable part of American education," it gained in favor. This was especially true of the extension work which was maintained on an increasingly large scale, as indicated by the fact that the enrollment in mining extension classes grew to 1,518 for the year 1922-23. Part-time and evening classes in pottery and salesmanship had meanwhile been organized at a number of points; classes in home economics were being supervised more or less directly from the state department; courses in vocational agriculture were being introduced in rural high schools and supervised by itinerant teachers; and Pocono Peoples College was conducted from December 1, 1927 to March 1, 1928 at the Oglebay Farm near Wheeling.

As a consequence of this growing interest and service, the 1921 legislature appropriated \$25,000 for each year of the 1921-23 biennium to assist the vocational education program. Likewise, it required unemployed children over fourteen and under sixteen years of age, who were not engaged in some regular employment or business for at least six hours a day and who had not received written permission from the superintendent of schools to engage in profitable employment at home, to attend a regular or part-time school at least one hundred and forty-four hours of the school year. In anticipation of this requirement, the 1919 legislature had authorized school boards to establish part-time and night schools. Finally, a five-year plan for vocational education evolved in 1922 and was approved by both the Federal Board and the state board of education.

Largely because of the indifference of the city superintendents, the whites in the towns and cities did not make the most possible of the opportunities under the Smith-Hughes Act, but it was otherwise with the Negroes who, even before 1917, had shown greater interest and resourcefulness in these opportunities than had the whites. Confronted by an illiteracy rate slightly in excess of twenty per cent in 1915, Wm. W. Sanders, State Supervisor of Negro Schools, began a campaign to reduce it. For that purpose night schools, taught by volunteers, were established and notwithstanding an increase of about one-third in the total Negro population and the general illiteracy of Negroes in the coal fields, the rate of illiteracy among them was reduced to five per cent in 1920. Beginning in 1919 night schools for Negroes were subsidized from the state vocational fund.

In 1929 Marsh resigned as director of vocational education and was succeeded by J. V. Ankeney, assistant director under State Superintendent Cook, who had been named Director of State and Federal Service under

the Smith-Hughes and the George-Reed acts of Congress. The latter, approved February 5, 1929, provided additional federal funds for vocational agriculture and home economics. With Director Ankeney supervising the work in vocational agriculture, the program continued to function along the lines approved in 1922, and a similar plan or program, approved in 1927 and every five years thereafter. Something of the accomplishments in 1930 is indicated by the fact that sixty-one day and four evening schools then maintained agricultural programs pursued by 1,341 pupils; that one day, four part-time, and forty-eight evening centers were offering trade and industrial courses with enrollments totaling 86, 95, and 1,345, respectively; that courses in home economics were being offered in seventy-five per cent of the junior and senior high schools of the state; and that extension courses in mining were being offered by itinerant teachers in several places under supervision of the University School of Mines. The state having increased its annual appropriations to \$30,000 in 1923, a total of \$120,342.10 was available for vocational education in 1929. The deficiency in the state appropriations for dollar to dollar matching purposes was made up from the funds of the University and local political units. Despite the fact that \$21,586.11 federal funds were reported as "unexpended" in 1929, the same report indicated the state and local expenditures then exceeded the federal slightly more than three dollars for one.

CIVILIAN REHABILITATION

Civilian rehabilitation was designed to help persons who had been disabled in industry or otherwise to earn all or a part of their subsistence and to enjoy life. To that end, Congress on June 2, 1920, passed the National Rehabilitation Act which authorized a plan of cooperation by the federal government and the states, under which each would bear an equal part of the cost of rehabilitation work. On April 14, 1921, West Virginia, by an act of her legislature, accepted the provisions of the federal law and authorized the state board of education to establish a division of rehabilitation. The resulting organization functioned through the state department of education with J. F. Marsh as director. During the first four years he was assisted by four special agents who covered the state in as many non-overlapping territorial districts. When the legislature reduced the administrative cost of rehabilitation to one-fifth of the total expenditures, the field work was performed by two special assistants to the director.

Although the work of this department was primarily vocational, some of it was academic on the elementary level. Courses of study were however suited to individuals rather than to groups, and the method of instruction was characterized by personal, sympathetic contacts between the teacher and the learner. In this way from 125 to 150 persons were re-

habilitated annually from 1922 to 1933 when the work was taken over by a newly created welfare service. The federal government had meanwhile contributed about \$14,000 annually to this work and the state \$17,500. But the work was generally considered so meritorious that it was aided financially and otherwise by private individuals and organizations in all parts of the state.

SCHOLASTIC SPORTS

1. Football

With the Wheeling High School team of 1898 pioneering the way in football, scholastic athletics grew in favor during the ensuing decade. For the purpose of arranging the resulting schedules and determining eligibility rules and the choice of referees interested principals met from time to time and in 1909 organized the Monongahela Valley Inter High School League which name was changed in 1916 to the Monongahela Valley Athletic Association. Other regional associations embracing almost the entire state of West Virginia and parts of adjoining states, had been organized meanwhile, and the choice of all-star elevens, begun in 1914, made uniform rules and regulations necessary. At the same time the several athletic associations gave much attention to student conduct. Among other things, they forbade the use of intoxicants and until World War I the use of tobacco. With Ross Bonar as secretary-treasurer since 1926, the Monongahela Valley Athletic Association was functioning in 1948 and serving as a pattern for other such organizations.

The need for uniform rules and regulations having become statewide, the West Virginia State High School Athletic Association was organized at Clarksburg on June 17, 1916. Under a constitution and by-laws drafted by R. J. Gorman of the Charleston High School and the presidency of J. G. Graham of the Huntington High School, the Association was a "marvelous stabilizing influence." Except during 1918-20, it functioned annually through a board of control and a board of appeals and since shortly after World War II through an executive secretary. In 1925 it became a member of the National Federation of State High School Athletic Associations. In 1938 there were 218 members of the State High School Athletic Association whose purpose, as stated in its revised constitution of that date, were "to promote and protect athletics in and among the high schools belonging to this Association, to stimulate fair play and clean sportsmanship, to standardize qualifications of players, and to secure uniformity of procedure in all athletic matters pertaining to games, tournaments, and other athletic affairs in which high schools engage."

In the course of these developments certain high schools in the Monongahela Valley were outstanding. Under the leadership of Frank C. Weimer of Elkins and of Rush D. Holt of Weston, ten of them accord-

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ingly organized the Monongahela Valley Athletic Conference, otherwise known as the "Big Ten of the Valley." This organization was effected on December 7, 1929, for the purpose of promoting and stimulating scholarship, sportsmanship, better officiating, increased interest in high school athletics by athletes and spectators, and of effecting a system for determining annually the championship of the Valley or Big Ten Conference. The participating schools were East Fairmont, Elkins, Fairmont, Grafton, Morgantown, Shinnston, Victory (Clarksburg), Washington-Irving (Clarksburg), Weston, and Buckhannon. With Ross Bonar as secretary-treasurer since 1932 the conference was functioning in 1948 with notable counterparts such as the Little Ten of the Monongahela Valley and the Preston County League.

The interest and enthusiasm aroused by these contestants manifested itself in names of the rival teams. In Beckley it was the "Flying Eagles"; in Bluefield, the "Beavers"; in Charleston, the "Mountain Lions"; in Elkins, the "Tigers"; in Grafton, the "Bearcats"; in Huntington, the "Pony Express"; in Keyser, the "Golden Tornado"; in Logan, the "Wild Cats"; in Martinsburg, the "Bull Dogs"; in New Martinsville, the "Blue Blizzard"; in Weston, the "Minutemen"; in Weirton, the "Red Riders"; and in Williamson, the "Wolfpack." Beginning in 1919 a silver trophy was awarded the champion football team, but the large number of claimants, together with the inability of rivals to meet in post-season games, rendered the award impractical and, beginning with 1927, it was discontinued.

2. Track

Beginning in 1918 the West Virginia State Athletic Association sponsored a high school track and field championship contest at the University. Contestants for this meet were selected in sectional units, in which from one thousand to twelve hundred youngsters took part. Winners went to the University finals which were governed by rules of the National Collegiate Athletic Association. After the manner of the ancient Greeks, trophies and medals were awarded the winners. Generally most of the awards went to the large high schools but some small schools were close seconds.

3. Basketball

Since early in the present century basketball was a favorite high school sport for both boys and girls. By 1914 the state basketball championship was eagerly sought with both the Elkins and the Wheeling high schools claiming it. As a mediator Wesleyan College invited the rivals to play on her floor. The invitation was accepted, and thus that school became the site of the Annual West Virginia State High School Basketball Tournament to 1939. In 1924 there were seventy-two participants and the con-

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test lasted three days. Because of the time involved, this was an impossible program and the state was divided into two divisions for the elimination tournaments. This proving impracticable, elimination contests were held in sixteen sections. The winners then met in eight regional contests to select as many teams for the finals which were always held in Buckhannon prior to 1939.

SCHOOLS FOR THE DEAF AND THE BLIND

1. White (Romney)

By a legislative act of 1909 the schools for the deaf and the blind were classified as charitable and correctional institutions, but the state board of control regarded them as educational institutions. This was the policy of Superintendent R. Cary Montague (January 1, 1910—January 1, 1914), and it was insisted upon by Superintendent Parley De Berry (January 1, 1914—June 19, 1917). His initiative was largely responsible for the provisions of the school code of 1919 formally declaring these schools educational institutions, applying the compulsory attendance law to blind and deaf youth and placing their educational and scholastic affairs under control of the state board of education. About the same time the age of admission was reduced to six years; the "head teacher" for the "department" for the blind and the "department" for the deaf each became a principal; greater attention was given to physical and vocational training; and the pupils were classified with respect to their several capacities, rather than to their ages. Under the principalship of R. M. Golladay who, after a brief interim in 1913, succeeded "Professor" Johnson in the School for the Blind, its course of study was reorganized and expanded into a regular high school course, from which three persons were graduated in 1919. To correct "a peculiar habit" of the deaf "of dragging their feet when walking," Superintendent Montague introduced military drill in 1911, but it was abandoned after three or four years for organized sports and athletics with baseball as the most popular. Both Superintendents Montague and De Berry urged the use of the "oral" or "lip reading" method of teaching the deaf, first recommended by Superintendent Rucker, as more effective than the old-fashioned "sign language" or "manual method."²⁰

Following an interim of twelve days ending June 30, 1917, during which F. L. Largent was acting superintendent, F. L. Burdett, Superintendent of Clarksburg Public Schools, was appointed superintendent of the schools and functioned in that capacity to September 1, 1920. It was under his superintendency that the two schools were effectively separated. This was provided for in 1919 through a legislative appropriation of \$60,000 for the required additional buildings; through the purchase of Potomac Seminary, together with five and one-quarter acres of land surrounding it; and through the erection of a two-story brick building, near

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the Seminary building, to be used as a dormitory for girls. The new quarters were occupied in 1922. Because of experiments made by Miss M. H. Keller, Superintendent Burdett was convinced that the oral method of instruction was preferable to the sign or manual method. He therefore established it as "the method of instruction."

Superintendent Burdett was also progressive in his ideas regarding the care and the training of the blind. For instance, in 1918 he indicated that all schools for the blind in the country at large were then on the point of adopting a standardized system of "revised Braille." Because graduates of schools for the blind, regardless of their accomplishments, did not readily find employment and sometimes returned to their homes to pursue lives of poverty and misery, he at the same time recommended the establishment of an employment and follow-up agency. To effect a further segregation of boys and girls and of younger and older children, he, in 1920, recommended use of a "modified cottage plan" of housing. Like his immediate predecessors he also recommended greater emphasis on vocational education for both the deaf and the blind.

In 1920 the state board of education appointed the Rev. H. F. Griffey superintendent, and he functioned in that capacity until July 1, 1923, when an "unfortunate event" forced his resignation. His superintendency was not, however, barren of results. Among other things, both schools were regraded; the pupils were reclassified; the courses of study were reorganized; and the first year of high school work was added to the course of study for the deaf. Sixty per cent of the deaf pupils were then taught by the oral method and increased attention was given to vocational training. The greatest handicap to their work was need of shop facilities which the legislature was urged to provide. However, a start had been made. Carpentry, glazing, painting, shoemaking and repairing, baking, farming, and barbering were being taught to the boys, and the girls were being taught sewing, dressmaking, cooking, embroidery, and general household arts. At the same time, the blind were being taught various phases of three fields: the literary, the musical, and the industrial. Industrial training for blind girls included typing, sewing, chair-covering, crocheting, bead and raffia work; for the boys, piano tuning and broommaking. It was at this time that Superintendent Griffey recommended the establishment of an institution for the education of blind adults who had lost their sight after attaining maturity. In pursuit of this recommendation, the state board of education sponsored a "survey of the blind" which was made by John C. Shaw of the civilian rehabilitation service.

"At the consent" of Governor J. J. Cornwell who had been responsible for the dismissal of De Berry in 1917, he was, on July 1, 1923, restored to the superintendency of the schools for the deaf and the blind and continued to function in that capacity until August 1, 1933, when he was forced to relinquish his duties because of the infirmities of age. The

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initial reports of his second incumbency tell of the continued success of the oral method of instructing the deaf; of rapidly increasing enrollments in the school for the deaf and, beginning with 1925-26, in that for the blind; of his good fortune in again securing the services of R. M. Golladay to head the school for the blind; of the ability of the first graduates of the school for the deaf in twenty years to qualify for entrance to Gallaudet College; of the need for a field assistant to seek out eligible children and to help graduates to get positions; and of the progress being made in each school in industrial training.

While emphasizing the need for industrial education for both the deaf and the blind, Superintendent De Berry repeatedly called attention to the difficulty in educating the former. When educated, blind persons were however harder to place satisfactorily in the social order. As the difficulty in either case was great, he in 1927 recommended the appointment of a field agent for the two schools to be vested with authority to seek out eligible children for instruction and to assist graduates in finding and keeping employment. Throughout the superintendency of De Berry he was known as "the champion for the cause of the deaf and the blind." As of May, 1928 the enrollment of the school for the blind was 106 (57 boys and 49 girls) and that for the deaf 269 (144 boys and 125 girls).

2. Negro (Institute)

Prior to September 14, 1926, date of the opening of the first session of the school for the Negro deaf and blind at Institute, Kanawha County, West Virginia, made no provision for the education of the deaf children of that race, and the blind, fortunate enough to receive any schooling, were entered in the Overlea School for the Deaf and Blind in Maryland at an annual charge of \$300 each, which was deducted from the funds of the schools at Romney. The school for the Negro deaf and blind was the answer to an act of February 8, 1919 establishing a state institution to be known as "the Colored Deaf and Blind School," available to all "deaf and blind youths of the Negro race between the ages of eight and twenty-five," so long as they could be accommodated in the order of their applications. Appropriations proving inadequate, the opening was delayed as indicated. It was affected under the principalship of J. W. Robinson (January 1, 1926—August 1, 1927), who was succeeded by James L. Hill who served in that capacity until April 13, 1934.

CHARITABLE AND CORRECTIONAL INSTITUTIONS

1. Boys Industrial—Pruntytown

This school is located at Pruntytown, Taylor County, two miles west of Grafton, on U. S. Route 50. It was established in 1889 by an act of the legislature and formally opened July 21, 1891. Starting with William

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Williams of Wetzel County, otherwise known as "High Henry," "commitments" reached ninety-eight by the end of the century. Thereafter the increase was rapid, totaling 253 for the year ending September 30, 1906, when the institution was filled to capacity and boys were being turned away.

In 1909 management and control were vested in the newly created state board of control. Prior thereto the institution was operated largely upon an experimental or trial and error basis. For instance, in the absence of vital statistics, little attention was given to age limits. Consequently, boys who should have been sent to the penitentiary were sent instead to the "Reform School," where they were housed with mere youths, many of whom did not have criminal inclinations. The resulting conditions complicated discipline and admittedly enlarged the criminal class. Contributing thereto was the practice of committing boys for fixed "terms," generally one to two years. As a consequence they tended to regard their "terms" as a compensation for their delinquency and to have little or no concern for reform. With a view to correcting these results the cottage system was adopted in 1897, and it was in 1913 supplemented by the parole system. At the same time the name of the institution was changed from the "West Virginia Reform School" to the "West Virginia Industrial School for Boys."

As a consequence of "the pleasure-loving and seeking times in which we live," the population of the "Reform School" grew rapidly in the first quarter of the present century. For the year ending September 30, 1922 it was 405 (334 white and 71 Negro), and juvenile officials, particularly circuit court judges, who did most of the committing, began to be alarmed. With a view to reforming more of "the boys" a prominent circuit judge recommended establishment of a new institution for first offenders, but those in authority continued to place chief dependency upon the reforming effects of manual labor. For that purpose they used legislative appropriations and the savings of the institutions stock farms to buy additional land, thus boosting the acreage to nine hundred in 1913. "Inmates" were meanwhile being taught blacksmithing, plumbing, baking, and engineering. In 1897 they made 350,000 bricks. With the destruction by fire, on May 22, 1922 of the "Shop Unit" vocational work was all but ended until the restoration of "the Shop" eight years later. Except in 1898, military training was not used even for disciplinary purposes.

The day school was meanwhile "one of the most important features of the institution." About forty per cent of the boys received in 1900 could not read or write, and differences in ages and mental capacities complicated the problem of teaching them, but the conventional eight grades were used. Little work on the high school level was attempted. In an effort to increase the effectiveness of the day school, it was in 1909 further organized into the "older boys," the "intermediate grade," and the

"smaller boys," and each group was taught in a separate building. In keeping with the same policy, the Negro boys were, on December 21, 1925, moved to the "Industrial School For Colored Boys" at Lakin on the Ohio River about ten miles north of Point Pleasant. Largely through the use of specially selected principals, among them being L. E. Bennett and R. A. Riggs, Superintendent Flesher did much to place the day school upon a firm and useful basis, but his most effective device to that end was non-resident women teachers.

Much of the early history of the institution was recorded in the growth of the physical plant. With masons laying the corner stone and Governor George W. Atkinson making the principal address, work on the Administration Building was commenced on August 15, 1900. The dedication on October 15, 1902, marked the beginning of a new era in the life of the institution. Its life centered, however, in the several cottages: Kunst, Davidson, Robinson, and Stephenson, used for housing the boys and named for former resident owners. By housing and schooling "the older boys" in the Administration Building, the use of individual cottages permitted a further classification according to the "intermediate grade" and "smaller boys." The Barnes Building, erected in 1925 and named for J. Walter Barnes, former principal of the Fairmont State Normal School, was for formal educational purposes.

Almost without exception the superintendents of this school were either teachers or preachers. Prior to 1933 they, together with their periods of service, were "Professor" C. C. Showalter of Preston County (May 22, 1890-May 31, 1894); the Rev. D. W. Shaw of Barbour County (June 1, 1894-September 30, 1899), later president of Barboursville College; Major J. C. Gluck of Ritchie County (October 1, 1899-May 21, 1901); Hon. O. E. Darnell of Upshur County (June 4, 1901-December, 1905); the Rev. D. S. Hammond of Marshall County (December, 1905-August 1, 1907); and H. E. Flesher of Pleasants County (September 1, 1907-October 3, 1933), a former teacher, whose services were outstanding not only because of their continuity but also because of their quality.

2. Girls Industrial Home (Industrial)

This institution is located in Harrison County two miles west of Salem. It was established by the legislature on February 19, 1897, and was formally opened on May 5, 1899. It is built on a 73-acre tract, of which 38 acres were donated in 1897 by residents of Salem.

In keeping with a policy of emphasizing the day school of this institution, it was early provided with a separate school building, a frame structure. Following its destruction by fire in December, 1914, it was replaced by the Lakin School, a two-story fire resisting structure, which contained classrooms and a chapel. As the percentage of illiterates continued high, about one-third, the school was provided with experienced

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teachers, and supplemental activities of the church and the Sunday School were continued. During the first twelve years no girl was able to do work beyond the seventh grade, and only a few of those committed in the next twelve years were able to do high school work. Generally they did better in the domestic arts. Much of the instructional efforts were, as in the past, directed to arousing hope, confidence, and ambition.

Among the devices for the improvement of "the Home" in this period was the employment of a permanent parole officer, first authorized in 1925. Under her care girls who made good were permitted to return to their homes or, where their homes were undesirable, were placed in foster homes. But even with such aid, nothing could be done for sub-normals, and they were accordingly retained in the Home. Beginning in 1905 Negro girls were committed to the Salem Home, but, beginning in 1926, they were sent to the Industrial Home for Girls at Institute, Kanawha County.

The success of the Salem Home was largely due to its superintendents. From the beginning and through this period, they were Elizabeth Clohan (May 5, 1899-December 31, 1902); Hilda M. Dugan (January 1, 1903-December 31, 1915); and Jennie F. Sutton (January 1, 1916-1933). During most of the time they were assisted by Dr. Harriet B. Jones of Wheeling, who, more than any one person, was responsible for founding the Home and was the first president of its board of directors; by Mrs. N. R. C. Morrow of Fairmont; and by Mrs. R. F. Gardiner of Clarksburg. It was largely through their efforts that the plant expanded from one building, Jones Hall, in 1898, to five main ones, including it, in 1929: Lincoln Cottage (1905) which was remodeled and enlarged in 1926 and named McCullough Hall; Silver Hall (1913), named for Senator Gray Silver of Berkeley County and for Septimus Hall, for forty years a member of the house of delegates from Wetzel County; the Lakin School (1917), named for J. S. Lakin, President of the State Board of Control; and Sutton Cottage opened in 1928. The last named building was a three-story brick structure designed to accommodate about forty-five girls. It was named for the superintendent.

MISCELLANEOUS

1. Negro Education

An increase in the total Negro population from 65,000 in 1910 to 115,000 in 1930 compelled attention to elementary education for Negroes. For that purpose Wm. W. Sanders was in 1915 appointed director of extension work for the Colored Institute at Institute and at the same time state supervisor of colored rural schools with a part-time office in the state department. Because of conditions incident to war and national legislation, his work as supervisor was discontinued in the 1916-18 biennium, but the results of his activities as the director of extension for the Colored

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Institute were such that the 1919 legislature created the position of state supervisor of Negro schools. At the same time the Colored Institute was raised to the rank of Collegiate Institute, and the governor was authorized to appoint three resident Negroes to constitute the advisory council to the state board of education which delegated chief responsibility for the Collegiate Institute and the Colored Institute at Bluefield to its advisory council. Sanders was named chairman of the advisory council and state supervisor of Negro schools. As such he was a powerful influence in Negro education in West Virginia during the ensuing fourteen years.

From the outset the supervisor of Negro schools worked under direction of the General Education Board, but he was handicapped somewhat by the fact that most of the experience in Negro education was with rural populations, whereas the Negro population of West Virginia was largely urban and suburban. The solution was however primarily the same, because it resolved itself to a matter of trained teachers. It was largely with a view to providing high school teachers that the Colored Institute was in 1919 raised to collegiate status; that the Bluefield Colored Institute was ordered to concentrate on standard normal and vocational work, and that the annual state subsidy to Storer College at Harpers Ferry was increased. To facilitate this program the summer school at Bluefield, abandoned since 1910, was renewed in 1923; parent-teacher groups were organized about the same time; and a campaign was launched to reduce illiteracy among Negro adults.

As a consequence of these efforts the total pupil enrollment of Negroes more than kept pace with the increase in population, and Negro teachers were soon conforming to state prescribed certification and training standards. For instance, by 1932 ninety-five per cent of all the Negro elementary teachers had completed two years of college work, whereas in 1914 most of them were not even eighth grade graduates. On most counts, as determined on a percentage basis, their advance was in fact better than that of the whites. This was notably true of adult education which was not seriously undertaken by the whites until well after 1930. As a recognition of their accomplishments and leadership the National Association of Teachers of Colored Schools held its twenty-fifth annual session in Charleston, West Virginia, on July 24-27, 1928, and elected Dr. J. W. Davis, President of West Virginia State College, to the presidency of the National Association.

Under the administration of Dr. H. T. McDonald, Storer College at Harpers Ferry was meanwhile slowly working its way to college status. In this it was retarded by the absence of secondary schools for Negroes and by the diversion of the annual state subsidy to the Colored Institute at Farm, but, beginning in 1897, the legislature appropriated \$1,000 to be used annually toward the tuition and other expenses of forty "pupils" in the normal department. This allowance was continued until 1903, when

an additional state appropriation was made for the uses of the industrial department. This was later increased and additional funds were appropriated "to promote the horticultural and trucking industry."

Despite the fluctuations and uncertainties in its support, by continuing to emphasize the dignity of labor and by directing its main efforts to the training of teachers, the College continued to command respect and thus to insure a measure of state support. In 1921 it became a junior college, and the following year the first class, consisting of one person, a man, was graduated. Other courses were added, but the institution did not attain college status in this period.

2. Standard Schools

It was not until well into this period that schools were first standardized. In that it conformed to certain state prescribed requirements a standard school afforded teachers and patrons alike tangible objectives of what a school ought to be. It was also a stimulus to consolidation and an aid to supervision, as small neighboring schools, in order to become standard and have the benefits of supervision, were not averse to consolidation. Then, too, consolidation was encouraged by the law authorizing standardization. Under this act first class standard consolidated schools might receive annually a total of \$800 in state aid and second class ones \$600, but first class one-teacher standard schools could receive only \$120 and second class ones only \$100 in state aid.

Under this plan 40 one-room schools were officially declared standard in 1921-22. The first one-room school to attain that coveted honor was East Run in Lincoln District, Marion County, and the first standard consolidated school was Chelyan in Cabin District, Kanawha County. In 1924 there were 185 standard one-teacher schools, of which 124 were first class. At the same time there were 130 standard consolidated schools, of which 99 were first class.

As a means of stimulating schools to strive for standard classification and of recognizing efforts to that end, the state board of education authorized the listing of third class standard one-teacher and third class consolidated schools. For the same purpose first and second class recognition was given semi-consolidated schools, but neither they nor third class standard schools of any kind were entitled to state aid. In response to economy pressure the 1925 legislature made no appropriation for standard schools. But standardization was continued, and the number of standard schools increased from 533 in 1926-27 to 849 in 1927-28.

3. Coupons of Credit

An act of 1917, permitting teachers to increase their salaries through the successful completion of professional work and betterment projects, was officially described as "one of the most unique and original . . . in

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the United States." Under this act the state superintendent of schools issued "coupons of credit," payable by the district boards, to teachers who had attended summer school, or done extension work, or completed certain projects, such as establishing school libraries, organizing standard agriculture clubs, teaching the same one-room school for more than three years in succession, conducting four community meetings annually, or organizing saving and thrift clubs. They might also earn coupons by making a grade of eight-five per cent on state department prescribed reading circle work.

Demands of World War I tended to popularize credit coupons, so that by 1922 they became a gauge of educational progress. The counties then receiving the largest number, in proportion to the number of teachers, were Brooke, Monroe, Upshur, and Berkeley. For the year 1929-30 more than 19,000 coupons were issued, which at an average value of eight dollars each, represented a total increase in salaries of around \$150,000. It was then possible for a teacher to earn three coupons annually worth eight dollars each. In 1931 the number of earnable coupons was increased to five annually: two for teaching illiterates; two for organizing and conducting Four-H club work; and one for teaching night classes.

4. Tenure and Pensions

Much was being said in the 1920's about teacher tenure, and in 1927 the state board of education, under authority first given it in 1919, adopted rules and regulations under which district boards might pension a teacher who had taught forty regular terms, in sums ranging from \$20 to \$50 a calendar month. The first beneficiary of this arrangement was Henry Lambert of Cabell County, who at the time of his retirement in 1927 had taught more than sixty years.

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Although many persons longed for the return of the "old time school" with its emphasis on the "three R's," even they admitted that the new education had achievements to its credit. For instance, between 1908 and 1929 the average length of term had increased from 123 to 165.6 days; the legal minimum term had advanced from five to eight months; the average salary had increased from \$34.58 to \$133.80; after 1908 log school houses ceased to be built and the number of brick structures increased more than three hundred per cent; the number of volumes in elementary school libraries increased from about 74,000 to about 650,000; the total cost of public education, elementary and high school, increased from \$2,744,577.45 to \$25,469,476.58; West Virginia led all the states of the Union in the percentage increase of pupil daily attendance; and she ranked sixth among the states in the percentage of average daily attendance. Moreover, the advantages of supervision for both rural and urban schools had been demonstrated; teacher certification was almost entirely on a profes-

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sional basis; with the completion of improved roads, the consolidation movement made headway; several hundred schools, both one-teacher and consolidated, maintained standard classification; and, rural elementary teachers ranked second in the Union in the amount of professional training received.

This progress was, however, only comparative, for throughout this entire period West Virginia ranked around thirty-eighth among the states in educational development, a fact that gave her educators no little concern. Despite the fact that she ranked twenty-fifth in per capita wealth, the average per capita expenditure for elementary and secondary schools was only \$59.10, whereas the average for the United States was \$76.24; the median school term in West Virginia was 152 days, for the United States, 170 days; and the average annual salary for the former was \$994, for the latter, \$1,243. Moreover, illiteracy was increasing in parts of West Virginia;²¹ about 75 per cent of her population did not have public library facilities; she was spending three times as much per capita for secondary as for elementary education; to a much greater extent than any other state in the Union, the financial burden of schools fell upon real estate; she provided schools and schooling for the smallest percentage of the population of school age of any state in the Union; and the inequalities of educational opportunities were such as to make the so-called system a system in name only. There were, in fact, two systems: one for the do-wells and the other for the ne'er-do-wells.

Publicity of these and kindred facts embarrassed educators and public officials, and there was a more or less concerted effort on their part to conceal the causes. Educators made even greater errors in denying that the causes of their backwardness were traditional. More than anything else perhaps this was the determining factor in the situation, for following the Civil War and the Reconstruction West Virginia had neglected to formulate and finance an adequate public free school program as the first essential to her well-being. Instead, she had placed chief emphasis upon material things and sought to make school programs popular by making them inexpensive. As a consequence, her total expenditures for education in 1929 were only 78 per cent of the average for the country as a whole, and she was receiving what she was paying for.

NOTES

Chapter VIII — Part One

1. In 1928 West Virginia city superintendents of schools exercised authority scarcely dreamed of by city superintendents elsewhere. Cavins, *Survey of Education*, Vol. I, p. 330. Since 1900 their salaries had advanced from a maximum \$1,800 to \$10,000, paid the Superintendent of the Huntington schools. The average salary for the six largest cities was \$6,750, which was more than \$300 higher than the average for the entire country.
2. F. P. Summers, *Johnson Newlon Camden*, p. 520.

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3. Dr. Cavins was assisted by a number of resident educators and the following non-residents: Dr. C. H. Judd of the University of Chicago, Dr. G. A. Works of Chicago, Dr. J. W. Withers of New York University, Dr. Frank Baughman of the General Education Board, and Dr. E. F. Deffenbaugh of the U. S. Bureau of Education. State Supt., *Bien. Report* (1930-32).
4. *The School Journal*, Feb., 1926; *ibid.*, April, 1899; *The School Journal and Ed.*, May, 1916; *ibid.*, May, 1917.
5. With a preface by the editor, W. T. Harris, Painter's text was published in 1886 as volume 2 of the International Education Series which consisted of forty-three volumes, several of which were historical.
6. *The School Journal*, April, 1907.
7. Beginning in 1872, secretaries and the corresponding secretaries, in so far as they can be determined, were: J. L. Gould and Fannie Shaw (1872); J. L. Gould and W. E. Stevenson (1874-75); T. M. Marshall and Mary R. McGwigan (1876); T. M. Marshall and Joseph McMurrin (1877); T. M. Marshall and E. Bonar (1879-82); T. M. Marshall (1882); F. H. Crago and U. S. Fleming (1883-84); F. H. Crago and C. A. Sipe (1886); F. H. Crago and U. S. Fleming (1886-87); J. S. Cornwell and U. S. Fleming (1888); J. S. Cornwell and Mary E. Jones (1889); U. S. Fleming (1890); D. W. Sheilds and U. S. Fleming (1891); A. J. Wilkinson and U. S. Fleming (1892-93); W. M. Straus and A. J. Wilkinson (1894); A. J. Wilkinson (1895-1904); Joseph Rosier (1905); A. J. Wilkinson (1906-1909); C. R. Murry (1910-13); A. P. Morrison (1914-15); R. W. Thrush (1916-17); Harry McDowell (1918); J. C. Sanders (1919); W. W. Trent (1920-26); J. H. Hickman (1927-38).
8. As accurately as can be determined the presidents of the West Virginia Teachers Association were: Byrd Prillerman (1891-93); J. E. Campbell (1893-94); C. W. Boyd (acting, 1894); Byrd Prillerman (1894-99); J. W. Scott (1899-1901); Hamilton Hatter (1901-02); H. H. Railey (1902-03); Byrd Prillerman (1903-08); R. P. Sims (1908-10); E. L. Rann (1910-13); S. L. Wade (1913-14); J. W. Moss (1914-15); A. W. Curtis (1915-17); J. F. J. Clark (1917-20); H. L. Dickason (1920-22); C. W. Boyd (1922-24); H. D. Hazelwood (1924-25); J. R. Jefferson (1925-26); J. L. Hill (1926-27); S. H. Guss (1927-28); Leonard Barnett (1928-29); Mrs. Memphis T. Garrison (1929-30); Emmett B. Saunders (1930-31); Lee A. Toney (1931-32); U. H. Prunty (1932-33); E. A. Bolling, Jr., (1933-34); F. D. Ramer (1934-35); G. W. Whiting (1935-36); Mrs. Irene E. Moats (1936-37); J. Douglas Anderson (1937-38); Mary L. Williams (1938-39); H. D. Hazelwood (1939-40); B. H. Hull (1940-41); J. H. Franklin (1941-42); Mrs. Lucie McGhee Fontaine (1942-43); E. C. Smith (1943-44); S. J. Farmer (1944-45); Thomas E. Ashe (1946-47); E. Garrett Holland (1947-48); and Knute Burroughs (1948-49).
9. *The Educator*, March, 1909; *ibid.*, June, 1909, *The School Journal*, Aug-Sept., 1909; *ibid.*, May, 1910; *The Herald-Dispatch* (Huntington), Nov. 7, 1940.
10. *The School Journal*, Oct., 1921; *ibid.*, Oct., 1922; *ibid.*, Jan., 1925; *ibid.*, Dec., 1929; State Supt., *Bien. Report* (1922-24), pp. 19, 21; *ibid.*, (1924-26), pp. 91, 107.
11. Among the few parochial schools established prior to 1906 were St. Michael's elementary (Edginton Lane, 1898), St. Xavier's (Elm Grove, 1905); a normal training, non-parochial institution, Our Lady of the Valley (Edginton Lane, 1905); and Our Lady of Mount Lebanon (Wheeling, 1905), Newcomb, *Report*, pp. 67, 68, 76.

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12. *The School Journal*, April, 1911; *ibid.*, Aug., 1941; *The School Journal and Ed.*, April, 1917; *Session Acts* (1917), p. 308; *ibid.*, (1911), p. 83; *ibid.*, (1919), pp. 49-101. The act of 1919 provided no penalty for failure to send children between the ages of fourteen and sixteen, and an act of 1921 provided a penalty for failure to send only those between these ages who were employed. Thus the result of that part of the compulsory law became a dead letter. "Educational News," Dec., 1925; Attorney General, *Report and Opinions* (1923-24), p. 135.
13. *The School Journal*, Sept., 1927; *Session Acts* (1927), p. 11, 16.
14. *Session Acts* (1915), pp. 372-390; State Supt., *Bien. Report* (1914-16), pp. 92-93; *The School Journal*, Sept., 1937.
15. Joseph Rosier to Robert Clark, Jan. 16, 1928; *ibid.*, Jan. 25, 1928; Robert Clark to Joseph Rosier, Jan. 19, 1928.
16. *The School Journal*, March, 1924; *Session Acts* (1919), pp. 33, 92; *ibid.*, (1921), p. 49; State Supt., *Bien. Report* (1924-26), p. 28.
17. Cavins, *Survey of Education*, Vol. I, p. 330.
18. An act of 1919 reduced the building fund from twelve and one-half cents to ten cents. For new buildings and improvements and to meet housing emergencies, school boards might, however, with approval of the state superintendent of free schools and the state tax commissioner, lay additional levies as high as forty cents. W. Va. *Barnes Code* (1916), p. 292; *Session Acts* (1919), pp. 446-447; *The School Journal and Ed.*, April, 1919.
19. The first supervisors, together with their respective fields, were: Agriculture, Dr. C. H. Winkler, assisted by P. C. Rouzer and C. C. Anderson; mines, Dean C. Ross Jones, assisted by Professor A. C. Callen; home economics, Rachel H. Colwell, assisted by Gladys H. Gill; trades and industries, G. E. Hubbs. State Board of Ed., *Bien. Report* (1920-22), p. 50; Cavins, *Survey of Ed.*, Vol. I, p. 228.
20. State Board of Control, *Bien. Report* (1912-14), pt. 1, p. 376; W. Va. Schools for the Deaf and the Blind, "Handbook of Information" (1941), pp. 7-8; State Board of Ed., *Bien. Report* (1922-24), p. 32; Selden W. Brannon, "History of West Virginia Schools for the Deaf and the Blind" (M. A. Thesis, W. Va. U., 1946), pp. 62-64.
21. According to the 1920 census there were 69,413 illiterates of whom 61,468 were of voting age; 44,324 were native whites; 10,513 were Negroes; and 14,548 were foreign born. During the ten years from 1910 to 1920 illiteracy increased in Logan, Hancock, Brooke, Raleigh, Monongalia, and Marion counties. *The School Journal*, Sept., 1926; *The School Journal and Ed.*, May, 1922; State Supt., *Bien. Report* (1926-28), p. 27; *ibid.*, (1928-30), pp. 47-48.

CHAPTER VIII

THE NEW EDUCATION, 1909-1929

PART TWO—HIGHER EDUCATION

INTRODUCTION

THE COURSE of events of this period was neutralized somewhat by differences between the old and the new educators. Nevertheless, the state normals became teacher training institutions; most of the private and denominational colleges ceased to offer elementary and secondary work; two of them qualified for membership in the North Central Association of Colleges and Secondary Schools; and the University evolved from college into university status.

In the state at large the new educators dominated the situation, but they were too provincial to be progressive in a large way. In this they were victims of tradition, of sectional and factional rivalry, of the lingering influence of sectarianism, and of inferiority and poverty complexes. They tended therefore to "economize," to mistake form for substance, and thus to consider such things as the location of the University, the number of state normal schools, and building programs as all important.

Strange as it may seem in view of the rapid development of junior colleges in the West and of the trend toward urban life in West Virginia, the junior college movement made little progress there. This was due primarily to the large number of state normal schools and private and denominational colleges and to the fact that they and the University also were trying to make the best possible enrollment showings. Then, too, the state urban development, though considerable, did not keep pace with that elsewhere, even in the neighboring states.

With a view to extending the work of high schools to and including a fourteenth year, the 1929 legislature authorized the state superintendent of free schools to rate and classify them in conformity with prescribed rules and regulations, but adoption of this policy was contingent upon a favorable legal interpretation of the then existing school law.¹ The Depression following soon thereafter, no such interpretation was made. Both of the non-mural preparatory schools to the University were however converted into junior colleges and a few academies were advanced to that level as a preparation for senior status.

The greatest educational problem of this period was that of directing the teeming energy of the economically sufficient and the worldly sophisticated youth. Some of this energy found an outlet in extra curricular activities, particularly physical education and inter-collegiate athletics, but there was a tendency to overdo and otherwise abuse these diversions and to lose sight of and belittle the traditional purposes of a college education.

An increasing number of matriculates, particularly those sent to college by doting parents, had little interest in extra-curricular activities, except the social, and less in college curriculums, and they were too poorly prepared to pursue the latter, had they desired to do so. As a consequence, deans were appointed to look after student delinquents; teachers well prepared in subject matter became academic wetnurses; the busy work of the grades and the secondary schools was continued in laboratories; and administrative red tape multiplied appallingly.

At the same time new phases of social life were developing even more appallingly. In the absence of student centers and other controlling influences, social fraternities and sororities again came into favor, and students generally sought companionship and diversion in drugstores, in eating and drinking establishments, and in suburban dance halls. Failure to deal effectively with resulting phenomena was one of the greatest of this period.

Sparked by latent regional and sectarian rivalries and the resulting will to win at any price, intercollegiate football was a disconcerting influence during this period. While rules and regulations governing the sport were in the formative stage, "fans" sometimes got out of control and resorted to practices that disturbed friendly intercollegiate relations and tended to divert public attention from the real purposes of higher education. Consequently, the controls lost sight of true academic values, as indicated by the fact that they paid head football coaches higher salaries than college and university presidents and digressed from conventional business practices in their athletic programs. It mattered not that such practices endangered academic standings, as determined by accrediting agencies. As determined by the interested public, football records were a more accurate and expressive index of academic achievements.

Faculties were also influenced by the social and sports trends and perhaps also by the "Golden Twenties" and their "wonderful nonsense." In a somewhat unconscious effort to acclimate themselves to the changing conditions, instructors divested themselves of much of their individual exemplariness. Most of them retained and, in some instances, acquired church membership; and a few of them worked at it for social advantages. The period witnessed also the organization of an unprecedented number of honorary groups, most of which were faculty sponsored. Some of the weakest units were in fact the most highly organized. With diminishing frequency, student newssheets and old educators denounced these trends, but theirs were as voices crying in the wilderness.

Throughout this period politicians were decreasingly effective in determining educational programs and staff personnels, except in intercollegiate athletics, but the trend was arrested somewhat by the decreasing number of "educators" of superficial academic attainments and expanded egos, who sought to catapult themselves into positions of power and

influence. In pursuit of their objectives they continued to use backstairs approaches to controlling boards and to individuals of "influence." They were also resourceful in the exploitation of sectional and factional interests. The comparative futility of such practices was one of the evidences of the progressiveness of this period.

Progress was attested also by the comparative security of academic tenures. Most of the private and denominational schools were struggling institutions, and in many cases administrators and instructors alike accepted assignments to them as a duty rather than because of a desire for material gain and for prestige. As a result their positions were not generally coveted. In order to avoid "the appearance of politics in educational matters," the governing board of the state teachers' colleges, beginning about 1900, adhered to a parity arrangement in choosing administrators and to a less extent in the choice of teachers.

While this policy tended to security of tenures, it also recognized party affiliations to the neglect of professional qualities and achievements. Largely because of the uninterrupted domination of one political party and of the personal and political elements sustaining the incumbent, the University experienced its longest single tenure in the presidency. A studied effort to have faculty representation for the churches represented in the student body and in the faculty was a contributing factor to this security.

Fundamentalism was a comparatively minor factor. In bringing their foundations to the University campus in the early 1920's, Protestant churches purposed to sustain fundamentalism, and Bishop Swint of the Roman Catholic Church gave a large part of his dedicatory address of Newman Hall (Jan. 13, 1926) to condemning evolution. But, at the same time, the newly established chapter of the American Association of University Professors was insisting upon the right and the duty of scholars and teachers everywhere to discover the truth and to make it known. With an increasing number of the orthodox agreeing with this policy, little was said about evolution until in September, 1927, when Joseph H. Gaines, former representative of the Third West Virginia in Congress, in a convocation address at the University, warned students not "to be pulled out of their pews."

This warning, together with the enthusiastic applause given it, brought from the editor of *The Athenaeum* a statement of the situation at the University. As thus described, it occupied "a singularly happy position" in that instructors avoided "troublesome controversies" and handled "the dangerous subject with the utmost diplomacy." They did not hesitate however to present the truth, and a professor of geology had ventured to say, "Scientific study leads towards God and teaches His methods in Nature." In other institutions little was said about this admittedly "dangerous subject."²

The pivotal year was 1923. In that year the University began perceptibly to take on university status; most of the private and denominational colleges and the state normal schools as well shook off their secondary impedimenta; and the normal school bloc found a capable and aggressive leader in President Shawkey of Marshall College. Through his avowed personal and regional objectives the domination of the new educators became a menace to the long desired state unity and institutional cooperation, and the old educators tended to break their constrained silence. This was notably true in faculty meetings, especially at the University, where discussions of college entrance requirements, curricular changes, academic standards, college athletics, and kindred subjects were sometimes featured by ironical, sarcastic, and ridiculing utterances interspersed with threats of personal violence. It was largely because of the resulting impasses that determination of such matters was finally left to committees and that general faculty meetings were discontinued.

Although the committee investigating the University with a view to its admission to membership in the North Central Association of Colleges and Secondary Schools commended its conservatism in graduate work, its failure to develop a graduate program was one of the worst of this period. Without exception, the scientific surveys and studies expressed the need for such a program, and a survey made by J. F. Marsh, Secretary of the State Board of Education, in 1927 attributed much of the backwardness of the state to it. The failure rests perhaps about equally on the new and on the old educators: the former for their policy with respect to modern foreign languages and to specialization and the latter for not doing more to provide facilities for and to popularize a graduate program.

More than anything else, the neglect of such things explains why West Virginia in crises and near crises, such as the condition in 1927 necessitating a survey of education and the budgetary collapse incident to the Depression, was forced to appeal to non-residents for scientific guidance. Realization of this necessity was a chief cause for breaking the domination of the new educators by placing the University policy-determining functions in the hands of a separate board of governors and thus departing from a long cherished policy, realized since 1919, of having all the state supported institutions of higher learning controlled by a single board.

Influenced primarily by commercial considerations and mistaking form for substance, a number of state educators, notably principals of the state normal schools and presidents of private and denominational colleges, sought M. A. degrees and doctorates by short cuts such as extension courses, correspondence courses, degree mills, and honorary routes, but such resorts only stultified real educational objectives. Fortunately, attainment of advanced degrees by way of these routes was generally announced in language which the uninitiated could understand. For instance, "Mr.

[. . . , a principal of one of the state normals] has been an active student, having finished a course of study for which the degree of Ph. D. was conferred upon him by a Pennsylvania College.”

College and University interests were reflected also in organizations on their levels. As indicated elsewhere, the period was fertile in honorary and social groups, but throughout there was increasing interest in the learned societies. For instance, the state membership in the American Historical Association increased from three in 1909 to 16 in 1932. The West Virginia Folk-Lore Society, organized at the University in 1925 under direction of Dr. C. Alphonso Smith of the University of Virginia, was in response to an awakened interest of great potentialities. Under direction of Professor J. H. Cox of West Virginia University it collected a large number of ballads, the best of which were published in *Folk-Songs of the South* edited by Professor Cox. In *John Henry: A Folk-Lore Story* (1933) this work was continued by Associate Professor L. W. Chappell of the University. A group of scientists meeting in Morgantown in 1924 had meanwhile reorganized the West Virginia Academy of Science which, two years later, began the publication of a series of articles and reports, some of which were contributions to knowledge.

Detachment of West Virginia from the jurisdiction of the Southern Association of Colleges and Secondary Schools in 1925 and placing her under the jurisdiction of the North Central Association necessitated adjustments, most of which were made through group efforts. This was notably true of the secondary schools, but it also quickened action on other levels and in other groups including the athletic. As a result a score or more new organizations were established. Climaxing this trend, the West Virginia Association of Colleges was effected in June, 1928 with W. H. S. White of Shepherd College as president. This Association was organized for the consideration of common problems. Eleven institutions, including the University, participated. Any college maintaining standard entrance requirements was eligible for membership.

PRIVATE AND DENOMINATIONAL INSTITUTIONS

1. Alderson Junior College

In 1918 “Alderson Baptist Academy” became Alderson Junior College with the Rev. Dr. M. F. Forbell, Pastor of the Greenbrier Baptist Church, as president. Emma C. Alderson, from 1902 to 1911 Acting Principal of Alderson Academy and from 1913 to 1918 Principal of Alderson Baptist Academy, was dean of women. Though she had cleared the Academy of a debt totaling \$2,110 incurred by its first principals, E. M. Louthan (1911-1912) and S. C. Bridges (1912-1913), she did not feel adequate to the administration of the College.

Under the spell of the New World Movement launched by the Southern Baptist Convention in 1920 and the belief that it would com-

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mand unlimited funds, President Forbell completed a new building at a cost of about \$300,000. He was also largely responsible for increasing the enrollment which reached 162 in 1924, but failure of the New World Movement left the college hopelessly encumbered. As usual under such conditions friends and patrons became critical. Consequently, Miss Alderson resigned the deanship in 1922 and two years later Dr. Forbell resigned the presidency. He was succeeded by Z. B. Edge, "a stranger from the South," who resigned after a few weeks at the request of the trustee.

During the remaining years of this period "the College" was a struggling institution. Following the departure of President Edge, the Rev. F. C. Herod, an alumnus of West Virginia University, a returned missionary, and pastor of the Greenbrier Baptist Church, was acting president, and Miss Alderson was restored to the deanship and given the additional title of "president emeritus," each of which she retained until 1932. The Rev. Herod served as acting president until June, 1926, when the Rev. Dr. J. A. Tolman of Georgetown University, Lexington, Kentucky, was made president. He was succeeded in 1929 by the Rev. Dr. W. S. Dunlop, Pastor of the Greenbrier Church, who, with the aid of Miss Alderson, brought the enrollment of the school well beyond 400, including those in the Academy.

2. BETHANY COLLEGE

At Bethany President Cramblet continued a building program which effected a complete transformation of the physical plant. In this he was aided by gifts from E. W. Oglebay, an alumnus and trustee, and from the Hon. M. M. Cochran, an alumnus of Uniontown (Pa.), who was for fifty years a trustee and, with total gifts in excess of \$2,000,000, the College's largest benefactor. On condition that it be used to promote agriculture, Oglebay presented the original Alex. Campbell farm. To assure the success of his experiment he built Oglebay Hall of Agriculture and the Round Barn, put part of his famous Waddington Farm Guernseys at Bethany, and from 1914 to his death underwrote the College Department of Agriculture. Following his death Oglebay Hall was converted into Science Hall, and the College ceased to operate a dairy.

As a memorial to his son, P. B. Cochran, in 1910 M. M. Cochran erected Cochran Hall, a four-story dormitory for men. Already "Old Commencement Hall" had been converted into a dormitory, Phillips Hall, for men. It was used as such to 1923 when it was rebuilt as the College Chapel. In addition to sponsoring the erection of Bethany Memorial Church, completed in 1915, President Cramblet was responsible for the acquisition in 1914 of the Parkinson Farm of 261 acres, gift of Margetta Parkinson and famous as the site of the "Parkinson Oaks". The total acreage was thus increased to more than five hundred. Despite these expenditures, the College was "completely free from debt" in 1919,

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and, thanks to the liberal gift movement started in 1909, the Centennial Year of the Disciples of Christ in America, the productive endowment was about \$500,000.

There were other worthwhile things in President Cramblet's record. Most important of these was perhaps a student enrollment of 561, including those in the summer school and the preparatory department. It came largely from Pennsylvania, West Virginia, Ohio, and New York, in the order named, but it included also students from Canada, England, Australia, Japan, and other states of the United States, particularly the Southern. Salary arrears covering from six to seven years were paid and substantial increases were made; a dean of women was installed; a school of religion was established; in 1915 the administrative work of the College was divided into schools headed by deans; and in 1918 a department of physical education with B. B. Chambers as head, was established. Among teachers who contributed to President Cramblet's success were Mrs. Anna Ruth Bourne, English, who was also the first dean of women; Professor H. N. Miller, Bible; Professor E. L. Perry, Latin; and Professor A. C. Workman, natural science.

All told, about two hundred Bethany men saw military service in World War I, about two score of them in France, two of whom were killed in action, and the student enrollment declined from 437 in 1916-17 to 292 in 1917-18. Anticipating the need for future military training, the trustees, on January 22, 1919, asked the federal government to establish a unit of the R. O. T. C. at Bethany. As a minimum of one hundred enrollees was required and as the attendance continued small, the trustees ordered all physically fit freshmen and sophomores to enroll for "military physical training" and made enrollment of juniors and seniors optional. The resulting strike lasted through the remainder of the year and provoked many charges and countercharges. In the absence of President Cramblet, who was sick to the point of death, the matter was settled on June 10 by the trustees repealing their order. Messengers carried the good news to the beloved President but to no avail. He died five days later.

Dr. Cloyd Goodnight, a native of Indiana, an alumnus of Butler College, Indiana, with graduate work in the University of Chicago, and, at the time of his election, pastor of Central Christian Church, Uniontown, Pennsylvania, succeeded to the Bethany presidency in 1919 and functioned in that capacity during the ensuing thirteen years. His acceptance of the presidency was perhaps determined by an appeal from the Hon. M. M. Cochran who is reputed to have said, "Mr. Goodnight, you put your life into the College and I'll put my money into it." In keeping with this promise a half million dollars was soon available, and faculty salaries were increased to living standards.

President Goodnight's chief concern was with academic standards. Accordingly, he insisted upon faculty members taking graduate training,

and in 1920 he abolished the preparatory department. As a result the College was soon admitted to membership in the Southern Association of College and Secondary Schools. Then came the qualifying point system raising graduation requirements; the semester plan which in 1921 replaced the term plan; the Upper and Lower division plan, adopted in 1930; and comprehensive examinations: one at the end of the sophomore year and the other to determine graduation. More than anything else, the latter emphasized his aim of "a quality college," as determined by a student's ability to work rather than to compile credits. In line with these changes, each senior graduate was required to have a major and a minor subject, and the colleges became departments. As an economy measure instruction in agriculture was discontinued in 1927, leaving only the A. B. and B. S. degrees, and, beginning in 1925, one person did the deaning for the entire college.

Although President Goodnight's first interests were academic, his presidency was featured by material progress. In fact, material things flowed in upon him, thanks to his efficiency, to his friends, to the giving contagion launched by his predecessor, and to the philanthropies of the "Golden Twenties." Under these conditions an endowment of about \$700,000 in 1919 increased to \$1,800,000 in 1932, and more than \$1,000,000 additional, gifts from E. M. Rine of Mt. Clair, New Jersey, and M. M. Cochran, were in sight. This made possible additional increases in salaries and continuation of the building program. Commencement Hall was reconditioned in 1924 for uses as an auditorium and for theatrical and musical entertainments, and in 1930 Phillips Hall was enlarged so as to provide dormitory accommodations for more than one hundred women.

Since pre-Civil War days Bethany College students were interested in athletics. In 1853 a committee was instructed to provide "a place of amusement and physical exercise." In the early seventies of the last century baseball was an intramural sport, but, on May 7, 1884, there was "a big ball match" between Bethany and Washington and Jefferson "boys." Beginning in 1886 from one to five games were scheduled annually with nearby teams until 1895 when twenty-two games were scheduled. Thereafter baseball was a major intercollegiate sport until and including 1926 when it was discontinued to 1942. Edwin "Eddie" Wells, who first attracted attention while playing on the Bethany College team, played for some time with the Detroit Tigers and later with the New York Yankees.

Although records are not available for 1899 and 1901, Bethany College sponsored intercollegiate football teams regularly since and including 1894 when H. A. Watson coached and captained a team. In 1902 a team coached by A. C. Chapman scored a total of 99 points to 16 scored against it. Under the coaching of H. Buland (1920-21) and R. A.

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Easterday (1922) Bethany reached the crest of successes under the system of student managers, high powered coaches, and subsidized players, with scores totaling almost three times those of the opponents. Ira Errett Rodgers who won football laurels at the University, captained Bethany's 1914 football team.

Other college sports were sponsored by Bethany at early dates. With W. Kirk Woolery, later a member of the faculty, as captain and coach, and H. W. Cramblet, son of President Cramblet, as manager, intercollegiate basketball was inaugurated in 1906 and played regularly to 1915 when the Gymnasium, a frame structure built about 1908, was destroyed by fire. Basketball was resumed in 1919 with the construction of "Irvin Gym", an attractive structure considered adequate for all future needs. Although there were track teams in 1915 and 1916, track did not become a regular part of the athletic program until 1923. With W. H. Cramblet as coach, tennis became a regular feature in 1924. Beginning in 1903 athletics at Bethany were supervised by the board of athletic control composed of five faculty and four student members.

3. BROADDUS COLLEGE

Finding the Broaddus Classical and Scientific Institute cramped in its ten acre enclosure in the heart of Clarksburg, Principal Hulley launched a movement to move the Institute to a more desirable site which was found on the battlefield overlooking the historic town of Philippi, Barbour County. With the proceeds from the sale of the former site and buildings a large brick structure of colonial design costing about \$130,000, was erected on the new site. But the names of the former buildings were retained in the new one, parts of which were named Main Hall, Willis Hall, and Payne Hall. Here the Institute began to function in 1909 and continued active under the principalship of Dr. Hulley until 1918, when, the name having been changed to Broaddus College, it was raised to junior rank. In 1911 the plant was enlarged by the completion of White-scarver Hall, a three-story brick building named for Geo. M. White-scarver of Grafton, the donor. It was used for dormitory and social purposes. In 1921 a physical education building was added.

With the Rev. Hulley as president this institution was raised to full college status in 1925 and was authorized to grant A. B. and B. S. degrees. The first degrees were awarded in 1927. In addition to the regular courses leading to these degrees, the college then offered courses in music, physical education, and teacher training with emphasis upon the standard normal course, but it did not become a fully accredited institution. President Hulley resigned early in 1927 and was succeeded on August 1 of that year by Wm. W. Trent, Secretary of the State Education Association. President Trent served until 1932, when he resigned to become state superintendent of free schools of West Virginia.

4. DAVIS AND ELKINS COLLEGE

This institution is located in Elkins, Randolph County. It was the result of a missionary enterprise launched shortly after the Civil War by the Lexington (Virginia) Presbytery with a view to supplementing the meager educational facilities of a large mountain area in West Virginia, but no record of these activities reached the presbytery minute book before 1891. Thereafter the movement met repeated failures until 1901, when H. G. Davis and S. B. Elkins, whose names the College bears, renewed their offer to donate five acres of land and \$30,000 to be used to establish a church school in Elkins, provided the Lexington Presbytery raised a like sum for that purpose.³

The Winchester (Virginia) Presbytery had meanwhile accepted an invitation to join the movement. Through joint efforts of the two Presbyteries sufficient funds were raised to secure the Davis-Elkins donation and to warrant construction of a building. Similar offers on like conditions had meanwhile been made, first to the Baptists, then to the Methodists, and finally to the Episcopalians. The corner stone was laid on August 12, 1903, in conformity with a plan approved by the founder trustees: H. G. Davis, S. B. Elkins, C. Wood Daily, all of Elkins; J. J. Davis of Clarksburg; and the Reverends F. H. Barron of Elkins, F. M. Woods of Martinsburg, G. W. Finley of Fisherville, Virginia, A. M. Fraser of Staunton, Virginia, and A. H. Hamilton of Steeles Tavern, Virginia.

The college site was a twenty-five acre tract donated by S. B. Elkins and located about one-half mile from the town of Elkins. Here, in a finished building surrounded by a beautiful campus which H. G. Davis cared for as long as he lived, the College, on September 21, 1904, opened its doors to fifty students, forty-two of whom were in the "prep" school. Four courses were open to those in the College: the classical, the English classical, the scientific, and the commercial. The first president, J. E. Hodgson, taught mathematics and French. The other members of the first faculty were the Rev. F. H. Barron, Bible and philosophy; the Rev. M. G. Woodworth, English; and J. C. Wolverton, history and German. Dr. M. C. Allaben who taught ancient languages, became a member in 1905. From the beginning the policies were determined by an executive committee of the trustees which also supervised the administration.

After one year President Hodgson resigned and was succeeded by Professor Barron who was acting president until June, 1906, when Dr. Allaben of the faculty was elected president. In anticipation of expected large benefactions, he planned to make Davis and Elkins the "Princeton of the South." With that in mind, the matriculates were restricted to males, and other plans were made to conform to the new policy which from the outset provoked much criticism. Among other things, subscribers

to the original fund insisted that they had given with the understanding that their daughters could remain at home and get a college education. In response to the resulting pressure the trustees rescinded the order and President Allaben resigned.

Steps had been taken meanwhile toward making the College the church school of all Presbyterians residing in West Virginia. To these ends an arrangement was effected in 1908 whereby the West Virginia synods became joint owners of the College with the Lexington and Winchester presbyteries, and the number of trustees was increased from nine to eighteen. In other words, the College became the property of the Northern and Southern presbyteries. In 1924 the Kanawha, the Greenbrier, and the newly formed Tygart Valley presbyteries were included, and the number of trustees was increased to twenty-four. Beginning in 1930 eleven trustees were elected by the Northern Synod, eleven by the Southern, and one each by the Winchester and the Lexington presbyteries. The patronage field was thus more than doubled, and the interested churches were thus able to aid the current church unification movement.

Dr. Allaben was succeeded in the presidency in 1910 by James E. Allen, an A. B. graduate of Hampden-Sidney College which later complimented him with an honorary doctorate. Born at Hebron, Pleasants County, West Virginia, President Allen came to Davis and Elkins from the principalship of Newport News (Va.) High School. From 1906 to 1909 he had been Professor of German and French in Davis and Elkins College; where, in 1909, he had organized its first summer school. His success in this undertaking, together with his firsthand knowledge of the College and of the resources of its friends, enabled him to put it upon a firm foundation.

President Allen pursued a conservative policy with first emphasis upon Bible and education courses. As funds permitted, courses in political science, sociology, commerce, astronomy, elocution, and ethics were added. The preparatory department was abolished in 1926. The faculty had meanwhile grown from four in 1904 to nineteen in 1927-28, when the College was at the height of its pre-World War II prosperity. For the session ending in that year the enrollment reached 600, of which 237 were full-time students.

The physical plant had meanwhile undergone a complete transformation. This was effected on June 4, 1926, when, with a large group of state educators participating, three buildings were dedicated on a new sixty-two acre site. Among these was Hallihurst, former home of S. B. Elkins, which his widow, Mrs. Hallie Davis Elkins, had given to the College for use as a dormitory for women. The other buildings dedicated at that time were the Liberal Arts Hall, a two-story brick structure, used for classrooms and administrative purposes and to house a library containing about ten thousand volumes, and a two-story brick Science Hall

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used for laboratory and auditorium purposes. A swimming pool, built in 1913, became College property in 1922, and Kelly Observatory was completed in 1928. This structure housed a Newtonian reflecting telescope, the only one of its kind in the state.

5. MORRIS HARVEY COLLEGE

Following the resignation of President Shaw in 1909, this institution ceased temporarily to grant degrees and devoted itself to work on the secondary and the junior college levels as a more effective means of meeting the teacher certification requirements of the state board of education and the standards set by the education board of the controlling church. Under the presidency of R. H. Alderman (1909-1914), then under that of the Rev. Paul H. Willis (1914-16), and finally under that of the Rev. U. V. W. Darlington, (1916-20), later Bishop Darlington, it was a junior college to 1919, when it was again raised to senior college rank.



ADMINISTRATION BUILDING, MORRIS HARVEY COLLEGE, BARBOURSVILLE

The changed status was largely an accomplishment of President Darlington, who, through a gift of \$100,000 from Dr. Lewis Prichard of Charleston and smaller gifts from others, increased the endowment and thus made possible better academic offerings and an adequate gymnasium. He was aided also by the increasing number of high school graduates and by the advancing standards for teachers. The transition was

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effected by adding one year's work to each of the academic years 1919-20 and 1920-21. As a consequence a class of seven was graduated in 1921 after a lapse of twelve years.

The residue of the Morris Harvey estate, aggregating about \$250,000, becoming available about this time, the College endowment reached almost \$350,000. Thus sustained, a Greater Morris Harvey movement was launched in 1924, and the church sponsored a building program involving an estimated expenditure of about \$500,000. Bruce and Bilton McDonald, brothers residing in Logan, West Virginia, gave a total of \$100,000 to aid the program; the Barboursville Chamber of Commerce agreed to raise \$100,000; the trustees borrowed \$125,000; and Bishop Darlington was drafted to carry the program to a successful conclusion.

Before making any expenditures on the expansion program the trustees considered a proposition from the Charleston Chamber of Commerce to move the College to the Capital City. To finance the proposed removal the Chamber of Commerce offered \$300,000 which was to be available when the College assets aggregated \$1,000,000 net and the new site was approved by the municipal benefactor. The Kanawha University Foundation was organized to facilitate the proposed removal, but the trustees declined to approve it, alleging that they had no authority to associate Morris Harvey with any other institution.

Barboursville having thus been selected as the site of the expansion program, McDonald Hall, a dormitory for men costing about \$100,000, was completed in 1928, and the new Rosa Harvey Hall, a dormitory for women costing about \$125,000, was completed in 1929. The presidents in this period were the Rev. Dr. R. T. Webb (1920-22), C. S. Pettis (1922-23), the Rev. Dr. R. T. Brown (1923-26), Bishop U. V. W. Darlington (1926-27), Dr. R. H. Ruff (1927-29), and the Rev. Dr. Geo. W. Deahl (1929-30).

On the Barboursville site Morris Harvey students developed wholesome traditions. Until well into the present century they maintained the Pierian and the Phi Delta literary societies, and beginning in 1904 they published *The Oracle*, the college newssheet, which in 1919 became *The Comet*. *The Harveyan*, the college annual, made its initial appearance in 1914. As elsewhere, the chief student interest was college athletics, particularly baseball. In 1905 the *Huntington Advertiser* described the Morris Harvey baseball team as "the strongest aggregation of college players in West Virginia." Despite the junior college status, the 1910-14 period was the most brilliant in its record of intercollegiate athletics. In 1913 its football team tied a West Virginia University team (0-0) in their first and only contest. About the same time the Morris Harvey team tied a Virginia Military Institute team, defeated a Virginia Polytechnic Institute team, and played a close game with a Notre Dame team. The period witnessed also the beginning of a wholesome rivalry between Morris

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Harvey and nearby Marshall College in both football and baseball. After the former's initial winning streak Marshall generally won the football contests and Morris Harvey as generally those in baseball.

6. SALEM COLLEGE

Dr. Clawson resigned the presidency in 1908 and was succeeded by Dr. Charles E. Clark of Alfred, New York. In keeping with his policy and in response to an increased demand for more and better teachers, he first gave attention to a teacher training program. For that purpose a normal department was established and awarded B. P. degrees until 1918 when it was abolished and the offerings were made to conform with the standards of the state board of education. A summer school was established in 1910, and four years later home economics courses were first offered in the regular session. They were later expanded into a department which in 1922 conferred its first diploma.

President Clark's administration is however better known as the period of "Material Improvements." Under his direction the Administration Building, containing fifteen rooms, together with office space and an auditorium, was completed in 1910, and the "President's House" followed two years later. When the "Old Building" was destroyed by fire in 1914, members of the Board of Directors and "friends" of the College gathered about the smoldering ruins and planned what two years later became Huffman Hall, since used almost entirely for lecture rooms and offices. In response to an urgent demand from the students, the Gymnasium, a frame structure, was completed in 1915.

In 1919, President Clark was succeeded by Sirus Orestes Bond, a native West Virginian and a Salem College alumnus, who held degrees from West Virginia and Columbia universities. In response to the current demand President Bond's first concern was for the training of teachers. Emphasis was accordingly given the summer school, thus boosting the attendance to 415 in 1922 and to 473 in 1927, the peak year. Largely for the accommodation of teachers, extension courses, offered at Clarksburg and other nearby points, drew enrollments which for the year 1934-35 aggregated in excess of 500 students. By discontinuing a number of degrees and diplomas the College had meanwhile been placed on a four-year basis devoted primarily to training for the A. B. degree.

In response to the new order President Bond encouraged physical education and college sports. Prior to 1921 little had been attempted in these fields; athletic contests were community affairs; coaching was largely a student interest in which the later famous Cameron "Cam" Henderson, an alumnus, '17, figured effectively; and the student fee of two dollars each sufficed "to purchase something that passed for uniforms, a single basketball and a few bats and baseballs." To place the college on "an equal basis with state schools" President Bond made a rather free

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use of athletic scholarships. Temporarily he waived tuition fees and by other devices made it possible for promising athletes to earn their way, some of them through menial tasks well done. In 1921 he employed Francis L. Casey at a salary of \$190.00 per month for ten months and he organized the first football team and coached basketball, baseball, and football to 1925. He was succeeded by F. A. "Tod" Rockwell, who resigned at the end of one year to become a sports editor on the *Detroit Press*.

Coach Rockwell was succeeded in 1926 by T. Edward Davis, an alumnus, '23, who had been director of athletics since 1923. With the help of assistants Director Davis was the head coach of football, basketball, and baseball from 1926 to 1941. He was largely responsible for John "Brooms" Abramovich, who, in 1941, broke all former records for individual scoring in a single game of basketball and also for a season. Salem College had meanwhile won the State Conference Championship in basketball in 1922, 1928, and 1929 and in baseball in 1922.

The social and other extra-curricular life of the students had meanwhile undergone significant changes. For instance, after 1923 literary society programs gave way to other activities, particularly athletics and dramatics. *The Green and White*, a semi-monthly publication, founded in 1921, commanded increasing interest, as did also *The Dirigo*, the college annual, first published in 1917. Reversing the practices elsewhere, chapel attendance, beginning in 1922, was made compulsory on a tri-weekly plan and at the request of the students who preferred their own organizations, particularly the co-curricular and the religious, to social fraternities.

7. WEST VIRGINIA WESLEYAN

In the transition from seminary to college President Doney made a number of other changes. Following the resignation of Dean Haggerty in 1909 to return to the ministry, T. W. Haught, professor of geology and geography since 1896, except during 1899-1901 when he was pursuing his studies and 1905-08 when he was principal of the University Preparatory School at Keyser, was appointed dean. During President Doney's sojourn in Europe for travel and study in 1913-14 Dean Haught was acting president. Soon after he became dean the classroom time periods were standardized at one hour, and, following the return of President Doney, the administration was authorized to substitute the semester for the three-term organization.

The physical assets of the College were advanced appreciably in President Doney's incumbency. The Gymnasium, completed in 1912, soon became the mecca of the basketball enthusiasts of the entire state, and Haymond Science Hall, a gift of Mrs. Virginia Haymond in memory of her husband, Col. Sidney Haymond, was completed in 1914 and provided needed laboratory and lecture rooms. Concrete walks had meanwhile replaced the gravel walks, and the fences used to prevent domestic

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animals using the campus, had been removed. A printing press used under the supervision of President Doney was a valuable asset. Including other minor acquisitions the net assets were increased in President Doney's administration from about \$250,000 to about \$375,000.⁴

President Doney was succeeded in 1915 by the Rev. Dr. W. B. Fleming, who, at the time of his election, was connected with Drew Theological Seminary, Madison, New Jersey. Immediately upon assuming his duties a department of Bible and philosophy was organized and beginning with the 1916-17 session the semester system replaced the three-term organization. With funds provided by a number of interested women a department of domestic science was authorized in 1916 and established in 1917. In compliance with an act of the 1919 legislature the College was re-incorporated that year, and the Annual Conference was thus given more definite control of its affairs.

At the end of his first year President Fleming greeted the trustees with a fully developed plan of campaign for increasing the resources of the College in the sum of \$500,000 in the course of the two ensuing years. The plan was approved and to the surprise of most persons concerned, an international war having settled upon the country, the goal was reached at the end of the first year. As soon as the war was over the president launched a drive to raise \$375,000 additional to be used to match, three dollars for one, a conditional grant of \$125,000 from the General Education Board of New York. This goal was never entirely reached, but the pro-rata checks received during the ensuing ten years helped to tide over a period of advancing prices and consequent increased expenditures.

A part of the funds raised by President Fleming was used to enlarge the gymnasium, making it possible to play two games of basketball at the same time and to increase the attractiveness of the College as a basketball center. From about October 1, 1918, to December 1, 1918 the gymnasium was converted into a barracks to house about 200 members of the Student Army Training Corps. Although these enrollees were a source of revenue in a time of need, their general lack of interest in the curriculum was annoying to members of the faculty and created grave misgivings. When in November, 1918, it became necessary to hospitalize about half of the trainees, misgivings turned to grave concern. Under such conditions both the faculty and the trainees welcomed the Armistice. There were six Wesleyan alumni casualties in World War I: Hoddie Wilbur Daniels, Stephen Paul Hoskins, Roy E. Parrish, Aubrey Carl Smith, Dorsey O. Warner, and Frank E. Wittkamp.

Having increased the endowment from about \$125,000 to about \$500,000, President Fleming resigned in 1922 to accept the presidency of Baker University, Baldwin, Kansas, and was succeeded after one year by the Rev. Elmer Guy Cutshall. During the interim Dean Haught was

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again the acting president. As such he directed his efforts primarily to coordinating student and faculty activities, to improving scholarship standards and the general morale, and to piloting the exit of the Academy, established in 1908, to effect the transition from the Seminary to the College.

Although President Cutshall possessed, as indicated by the College historian, unfortunate personal qualities that were "incompatible with continued success and long tenure in any position of leadership," there were accomplishments to his record as president of West Virginia Wesleyan. Among other things, its assets were increased about \$200,000 through the collection of donations and grants; studied efforts were made to keep the curriculum up to date; intramurals were introduced; a coaches' training curriculum was announced; the normal school courses were re-allocated and the cost of offering them was reduced; twelve new scholarships were established; and most of the buildings were repaired.

When President Cutshall resigned, effective June 30, 1925, Dean Haught was for the third time acting president. In this instance he was however given a dean in the person of Professor Lewis H. Chrisman, head of the English department. This gave the acting president needed time for the study of several pending matters, the most important of which was perhaps that of membership in the North Central Association of Colleges and Secondary Schools. Inability to meet its requirements had brought the college shortcomings, particularly those in intercollegiate athletics, into the limelight, and sincere efforts were being made to correct them. Among other things, the acting president was concerned about scholarship standards. He tried to improve them through the psychological effects of an order limiting the freshman class to 175 members, but no action was taken on his recommendation. In compliance with permissive and directive orders of the trustees, he was at the same time supervising the installation of Greek letter fraternities on the campus.

Professor Wm. W. Sweet of De Pauw University having declined the presidency of West Virginia Wesleyan College, on June 8, 1926, the trustees elected Dr. Homer Ethan Wark, Professor of History of Religion in Boston University, to that position, and he entered upon his duties at once. Without delay he completed the negotiations under which the College was admitted in 1927 to membership in the North Central Association of Colleges and Secondary Schools. He then launched a campaign to increase both its endowment and its general assets, but the effort ran afoul of the Depression and only about \$70,000 of the \$500,000 goal was realized.

In the midst of the depression Judge G. W. Atkinson presented the College with a pipe organ which was installed in 1930 in the auditorium. At the same time it was dedicated as a memorial to Judge Atkinson and named "Atkinson Chapel."

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The president's thoughts had turned meanwhile to academic standards and student morale. With a view to improving them the trustees purchased the Forman property at the corner of Central Avenue and Florida Street and converted it into a dormitory for freshman boys. About the same time Agnes Howard Hall, prior to 1920 Ladies Hall, was enlarged and improved.

Among members of the faculty who contributed to the success of the College in this period were J. J. "Daddy" Deck, from 1901 to 1932 Professor of German and French; Jessie Trotter, Instructor in Latin and mathematics, 1896-1912; Grace M. Wyman, from 1906 to 1916 Professor of Latin and dean of women; O. H. Helwig, Professor of Latin and Greek from 1908 to 1920; C. E. White, Professor of Mathematics from 1909 to 1920; Leta Snodgrass, Professor of Fine Arts from 1913 to 1948; F. E. Muzzy, Professor of Voice and Piano from 1918 to 1941; Cecelia Alexander, Librarian from 1910 to 1927; and W. O. Mills, Professor of Mathematics and Surveying from 1897 to 1908.

Professor Mills was a graduate of Otterbein College, Westerville, Ohio. Before coming to the Conference Seminary he was associated with the Rev. U. S. Fleming in the joint principalship of the West Virginia Normal and Classical Academy, commonly called "the Academy," located near the site of the Conference Seminary Building. Through his influence the present Administration Building at Wesleyan was modeled somewhat after a similar structure at Otterbein College. In 1908 Professor Mills, affectionately known as "Daddy," accepted a teaching position in his alma mater.

STATE TEACHERS' COLLEGES

Led by persons who had come under the influence of Peabody Normal College in Nashville, Tennessee, of Teachers College of Columbia University, and of the Department of Education of West Virginia University, the state normal schools entered early in this period the third state of their development, that having to do primarily with the professional training of teachers. The first phase was concerned primarily with academic work, some of it on the elementary level. In the second phase psychology, pedagogy, school management, and history of education were added in the senior year, but the other years were given almost entirely to secondary work.

When, shortly after the turn of the century, the high schools began to crowd the normals out of the secondary field, they turned to teacher training courses. It was at that time that these courses and model schools were re-established in Marshall College, at Fairmont, and at Athens as experiments. As expected, they were successful and in 1905-07 teacher training courses were authorized in all the state normals.

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Confronted by "a growing realization of the utter futility of undertaking to conduct six real normal schools with limited funds," the board in May, 1907, ordered discontinuance of the senior courses then offered in the branch normals at West Liberty, Glenville, Athens, and Shepherdstown, and the transfer of the students, both academic and professional, to Marshall College or to the Fairmont Normal. In this way the regents hoped to meet the growing demand for better teachers and to strengthen the work at the Marshall and the Fairmont schools "so as to make them rank with reputable schools of like character throughout the country."

This action brought a storm of protests. Generally, they commended the hopes of the regents, but they requested the retention of all the existing normals with provision for "equal advantages and their future development and improvement as rapidly as the revenues for their support will permit." In support of such a policy *The School Journal* emphasized the need for five thousand trained teachers and for better plants in which to train them. For that purpose it would have promoted the two favored normals, but it wished also to retain the others. Accordingly the regents, on June 13, 1907, rescinded their order of the preceding May and formally adopted a policy of building up all the normals through enlarging the physical plants and emphasizing teacher training.⁵

Contributing to this turn of events, the new school educators were already emphasizing "the normal point of view." This perspective was clearly set forth by Isabel Davenport of the training department at Fairmont and during 1906-07 Principal of Concord Normal. As indicated by her, progressive educators were then trying to get away from the idea that students could be trained to teach during their senior year in a normal school. Instead, she favored making the normal a professional school, comparable to a college of law or a college of medicine. "The true normal," said she, "is, and should be, an institution by itself. It should not be looked upon as a State high school, a college preparatory school, or a college."

The situation was more definitely set forth by Joseph Rosier. Leaving to the University and to private and denominational colleges the training of high school teachers, high school principals, and city superintendents, he would have retained all the existing normals for the training of primary and elementary teachers. With one-third of the total force of 7,520 white teachers then being recruited annually, he considered the retention of all the existing normals imperative.

An annual crop of "trained teachers" was Rosier's cure for the arrested development of those who remained in the profession after completing a high school course and after gravitating to the better positions, or after graduating from the grades, taking a few weeks work in professional training and being certified through the state uniform examinations. He would have met the current criticism to the effect that the

normals were only high schools maintained at state expense, by restoring all fee charges for academic work done in them and by giving free tuition only to those who were training to be teachers. With the Fairmont branch leading, the normals began in 1907 to maintain summer schools, conducted primarily for the training of teachers in service.

In pursuit of the teacher-training objective the school code of 1908 legalized the granting, without examination, of first grade certificates to graduates of the normal schools which were at the same time authorized to offer a number of advanced courses to graduates of former years so as to permit them to qualify for first grade certificates. In pursuit of the same objective, the state board of regents, in joint session with the normal school principals, in 1910 made several important changes. With a view to extending the work of all the state normals two years beyond that of the standard high school, one of these changes authorized the normals at Huntington and at Fairmont, beginning September, 1910, to offer the proposed work "to such students as desire it." At the same time it was announced that the Glenville Normal was planning to take over the public schools of that town for the purpose of operating them as teacher-training aids. Incidentally, it was announced that the Fairmont Normal had ceased to offer the "dead languages" as a part of the normal course. Instead, the time formerly given to them was to be given to subjects "which the teachers must teach."

Following these changes attention was for a time centered on attendance and morale. As the former tended to increase and the latter remained healthy, each of the normals advanced its professional requirements. A contributing factor was an order of the Wheeling board of education establishing a two year normal training course in its high school for such of its graduates as expected to teach in that city. The resulting advances were attained through an order of the state board, March 7-8, 1912, directing the head of each normal school to establish therein a full standard secondary course, completion of which entitled students to admission to the freshman class of any college of the University. Moreover, the normals were authorized to establish a two year professional course. The two courses were to be completely separated and were to be established at the discretion of the principals, provided an increase of one-third of a year in the professional course was made annually. Because University credit might be given for specified subjects in the normal professional courses, it was predicted that this order "would do away with all possible friction and confusion growing out of the relation of the normal schools and the State University."

At the end of the 1912-14 biennium each of the normals except that at Marshall College, was aiming at "the real normal school idea." Although the work at Marshall "centered around the normal school courses," President Corbly favored a variety of courses, and he categorically denied

that the normal diploma should be strictly professional. Instead, he made a distinction between "education" in its broad sense and the "training" of a professional school, which, together with a sharp decline in the enrollment, incident to the elimination of secondary work, was a factor in his resignation in 1915. He was succeeded by O. I. Woodley, President of the Fairmont Normal which alone had attained the goal set by the regents in 1912. Under the circumstances interested persons interpreted his election as a move to restrain Marshall's ambitions and to restrict it to the teacher training program.

In the absence of high schools in the areas which they served, both the Glenville and the Concord normals found it necessary to devote their time almost exclusively to secondary work. Otherwise, as stated by the principal of the former, there would be no students for the professional courses. There was, however, an urgent demand for a short course designed especially for teachers in rural districts and small villages.

Although the primary purpose of the normal schools at the end of the 1914-16 biennium was still officially announced to be the training of teachers for "common elementary schools," the biennial reports failed to mention "the normal school idea." Instead, each school was seeking to serve its own constituency in its own way. For instance, the Concord Normal was training elementary teachers for southern West Virginia; the Fairmont Normal was developing teachers through equal emphasis on scholarship, theory, and art; the Glenville Normal was emphasizing agriculture, domestic science, physical education, and citizenship; Shepherd College was endeavoring to be a community center; the West Liberty Normal was explaining its failure to grow more rapidly and predicting a substantial growth when dormitory facilities were provided; and in response to regional demands Marshall College continued to entertain ideas of becoming a college. Eschewing his teacher training record at Fairmont, President Woodley fell in with these ideas, and, as a means of attaining them, recommended that Marshall College be allowed to train high school teachers.

The 1914-16 biennium was featured also by significant developments. For example, a "short course" was offered for the first time; "correspondence studies" were introduced generally; and extension classes were organized in a number of places. Thus, loyal alumni and "friends of the normals," including local real estate agents, merchants, and politicians, aided in preventing the abolition of any of them. But, as yet, they were primarily high schools, for prior to 1915-16 even Marshall College offered only one year of college work in addition to four years of secondary work.

World War I brought noticeable changes in the normal schools. In the first place, much effort was diverted to war activities; the total attendance dropped from about 2,700 to about 1,800; and women ma-

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triculates outnumbered the men about two to one, except at Glenville, where the respective figures were 175 and 177.

In an order of June 18, 1917, the regents abolished the first year of secondary work in all the normals, effective at Marshall and at Fairmont in 1918; at West Liberty in 1919, and at each of the others in 1920. At the same time they indicated that the remaining secondary work would be abolished "as rapidly as conditions will permit." As each of the normals was thus officially authorized to offer courses on the college level, an order of January 10, 1918 attempted to adjust the difficulties which were expected to result from requests for University credit. Because some of the normal school credits had been earned through extension and correspondence courses offered by teachers with little or no graduate work, and were regarded generally as not measuring up to University standards, it questioned them and refused credit without examinations.

The adjusting order entitled graduates from the standard normal course, who had previously completed a standard high school course, to fifty-four hours credit in the University, provided that the normal school work had been given by teachers with credit for at least one year of graduate work and provided furthermore that other conditions set forth in the "Rules and Regulations" were complied with. On May 1-2, 1919, the University credits allowed normal school graduates were increased to sixty hours, provided applicants did not offer more than twelve hours in any one subject, except in education, in which field they might receive twenty-four hours. Again it was confidently predicted that the differences between normals and the University would vanish.

The 1918-20 biennium was fraught with uncertainty. For the five year period ending in 1920 legislative appropriations increased only 45%, whereas the cost of living increased 172%. Under such conditions many experienced teachers left the profession, and young persons declined to enter it. To meet this condition, the newly constituted state board of education, in February, 1920, granted a ten per cent bonus to all employees of the normals and ordered salary increases ranging from twenty to thirty per cent beginning with 1920-21, provided the funds were available. At the same time a number of standard high schools were authorized to give professional work in teacher-training.

Despite the uncertainties of this period, efforts were made to comply with the standard raising order of June, 1917, but with modifications. Beginning in September, 1920, Marshall College and Fairmont State Normal offered no secondary work, and beginning at the same time the other state normals, except that at Glenville, were ordered to drop the first and second years of secondary work. The Glenville Normal was permitted, however, to offer the second year during 1920-21 but ordered to drop it beginning in September, 1921. Because high schools had been

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established at West Liberty, Shepherdstown, and Athens, this order was considered reasonable. The war having revealed the need for physical education, the curriculums were "enriched" by adding courses in that subject, and extension work increased in favor during the war period.

Marshall College had meanwhile "realized its ambition to become a degree conferring institution." This goal was attained through an order of the state board of education of February 23, 1920, which authorized "the A. B. Degree in Education," but the college continued to offer both the standard normal diploma and the short course certificate. One hundred twenty-eight hours, including thirty-two in education and ten in English and literature, were required for the A. B. degree. The first award was made in 1921 and was celebrated by an elaborate pageant entitled "The Unquenched Torch," which was participated in by more than 500 students and witnessed by 3,000 "friends of the college." With a view to the extension of the same authority to the Fairmont and Concord normals, they were in 1920 authorized to add a third year of work.

Aided by the liberal appropriations of 1921, the normals emerged from their post-war uncertainties. Normal training high schools, extension classes, and the wholesale use of emergency and temporary certificates tended to keep the enrollments down, but the requirements for the renewal of teachers' certificates tended to keep them up. Thus the normals resumed their growth and proposals for abolishing them were frowned upon, but the predicted harmony between them and the University was further removed than ever. Instead, the normals tended to pool their interests in the "normal school bloc" and to aspire to be degree-awarding institutions. To that end each of them continued to preserve its own identity and to pursue its own objectives as determined by regional needs. In other words, common objectives did not necessitate "parallelism."

At this juncture M. P. Shawkey, on June 28, 1923, entered the picture as president of Marshall College in succession to Dr. F. R. Hamilton, resigned. For some time Shawkey had been a receptive candidate for the presidency of the University and doubtless indulged his ambitions in that direction because of the uncertainty in the tenure of President Trotter. Thwarted in this ambition through the alleged shrewdness of President Trotter and through the tacit opposition of the old school educators in the University faculty, Shawkey attributed his disappointment to hopeless conservatism on their part and set about to correct it by placing himself at the head of the normal school bloc and emphasizing the educational needs of the southern part of the state.

In defense of this policy President Shawkey maintained that the University, because of its location and its conservative control, was unable to serve the educational needs of the entire state. Under the circumstances he proposed that the other state supported institutions of higher learning should share the responsibility. As usual when sectional interests were

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involved, he found ready and able supporters who could justify his policy on the ground of legality and expediency. Ever since L. J. Corbly became principal of Marshall in 1896, alumni had in mind making it a regular A. B. degree granting institution.⁶

Influenced by the current propaganda and the admitted needs of the situation the state board of education in 1923 authorized Marshall College to award regular A. B. degrees, and the president at once established the Arts and Sciences College in addition to the Teachers College. In the previous year both the Fairmont and the Concord normals had been authorized to grant the A. B. degree in Education. As yet the other three state teacher training schools were only standard normals offering regular junior college work and otherwise moving toward college status. As a consequence friends of the University began to demand that the state normal schools be required to adhere to the training of teachers. Some of them, notably the Fairmont State Normal, publicized their purpose to do so.

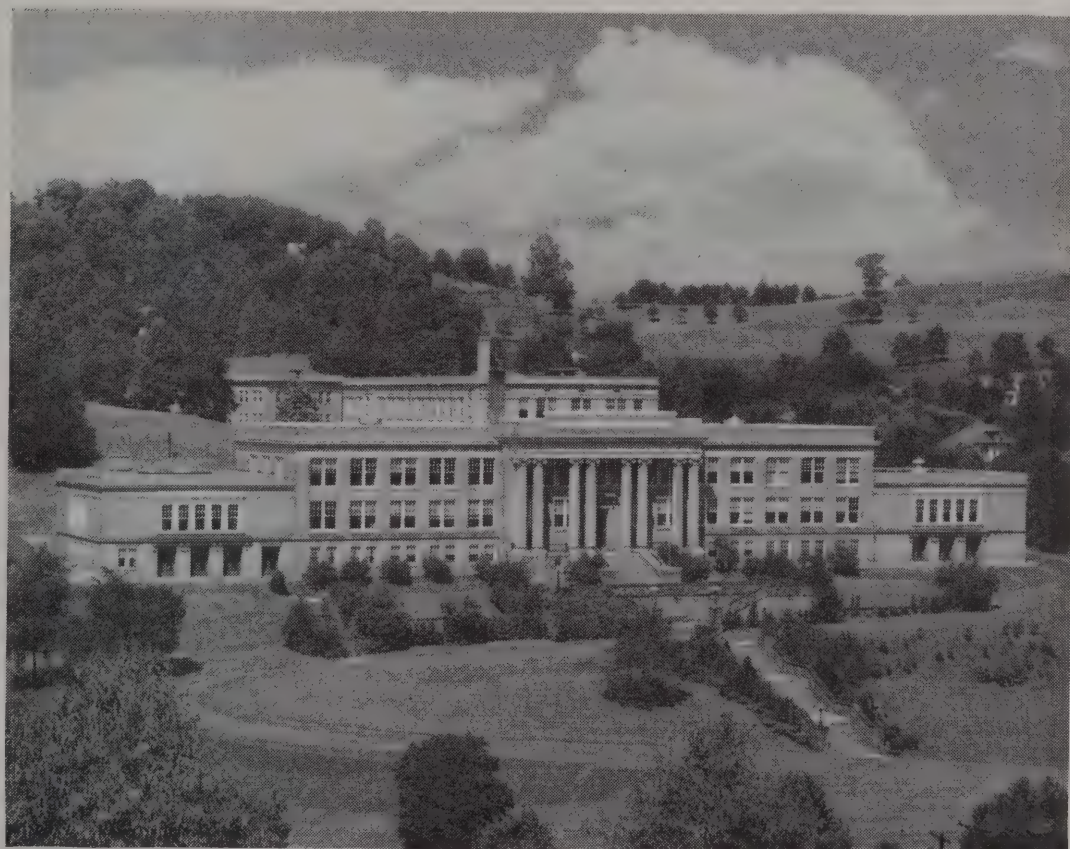
As usual the key to the situation was finances which were complicated by President Shawkey's activities in developing graduate work at Marshall College. The fact that the initial courses were offered by regular and approved instructors in the University was regarded by some as a ruse for developing Marshall College into a, perhaps the, university. The possibilities of the situation came into the limelight in February, 1925, in a report of the state board of control which estimated the cost of the building needs of Marshall College at \$1,200,000 which was more than that proposed that year for all the other state supported institutions of higher learning. Moreover, through the annulment of a street and the purchase of additional acreage, Marshall College had evolved a compact campus and was in other ways following in the footsteps of the University to real university status.

Under the circumstances President Shawkey's objections to the \$15,000 salary offered Dean J. W. Withers in 1926 for his services as president of the University, fell like a bombshell. Although the effectiveness of this protest in causing the offer to be declined was exaggerated, the protest did not clear an otherwise tense situation. Moreover, it did not obscure the common objective of the state normal schools. In 1927 the West Liberty, the Concord, and the Shepherd College schools were each offering eighty semester hours of collegiate work; with the completion of some specially authorized work at Glenville no secondary work was to be given in any of the state normals after 1928-29; with the University begging for re-admission, Marshall College was in 1928 admitted to the North Central Association of Colleges and Secondary Schools; the Fairmont State Normal was admitted conditionally; Shepherd College was admitted to the American Association of Teachers Colleges and Normal Schools; and in the same year the Marshall College faculty was separated into two bodies: the faculty of the College of Arts and Sciences, headed

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by Dean R. J. Largent, and the faculty of the Teachers College headed by Dean J. B. Shouse. Largent and Shouse had been deans of their respective colleges since 1924. The Arts and Sciences College was composed of twenty-three departments and the Teachers College of ten.

Like the changes of this period in the curriculum and in the objectives of the state normals, developments in their physical plants effected a transformation. At Marshall a fourth building was completed in 1906; Science Hall, otherwise known as "Northcott Hall," was dedicated in 1916; and the Physical Education building was occupied three years later. At Fairmont the Normal outgrew the Normal Building on Fairmont Avenue and in 1917 was moved to the Administration building centrally located on a twelve acre tract on the northwest outskirts of the town. Five years later Morrow Hall, a girls' dormitory, was erected to the rear and the right of the Administration building.



ADMINISTRATION BUILDING, FAIRMONT STATE COLLEGE
Oldest building on present campus.

At Athens the "New Normal Building" was destroyed on November 22, 1910, by fire "of unknown and mysterious" origin. After a bitter contest over proposals to change the site, in the course of which all the records were destroyed, the present Administration building was erected

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in 1912 on a twenty-six acre citizen-donated tract on the outskirts of the town about one mile from the original site. In 1914 the Administration building was enlarged by the addition of an auditorium, a library, and a physics and chemistry laboratory, and in 1922 a dormitory for women, costing \$200,000 was dedicated. The Physical Education building was completed in 1924; and three years later Sam Holroyd Hall was opened as a dormitory for men.

Refusing to concede the alleged impossibility of maintaining a teacher training school at West Liberty and attributing its failure to attract students to the inadequate plant, particularly dormitories, friends of that institution, under leadership of leading alumni and President J. C. Shaw, came to the rescue. A "new" site was purchased in 1915 and four years later a dormitory, Shaw Hall, with accommodations for about 100 women, was erected on it. The construction of this building initiated a life-saving migration from the "old" to the "new" campus which was the chief topic of interest for about a quarter of a century.



SHAW HALL GIRLS DORMITORY. WEST LIBERTY STATE COLLEGE

Having outgrown the tower-adorned "Old Building" erected in 1893, Administration Hall, a modern two-story brick structure connected with the "Old Building" by a corridor, was built at Glenville in 1911 and enlarged soon thereafter by an auditorium. Kanawha Hall, the first

dormitory, was completed in 1916. Ten years later Verona Mapel Hall was built and named for a former teacher and acting principal. It accommodated about eighty girls, and Kanawha Hall was then converted into a men's dormitory. The Physical Education Building, a brick and stucco structure 89' by 82', was completed in 1925 and the President's House two years later.

Dormitory quarters for Shepherd College were provided in 1915 with the completion of Miller Hall which contained also a dining hall. Reconditioned buildings became the "President's House" and the "Home Economics Cottage" in 1915 and 1927, respectively, and, beginning in 1925, White Gymnasium provided "ample room" for physical education, basketball, indoor football, and tennis.

The heads of the several teacher training institutions were among the leading educators of this period. Marshall College had four heads, namely: L. J. Corbly who served from 1896 to 1915, the longest single tenure, and returned to the faculty in 1925 for a ten-year period of service as professor of German; O. I. Woodley (1915-19), a former teacher training enthusiast, who sponsored the college movement; F. R. Hamilton (1919-23), on whose recommendation Marshall was in 1920 first made a state teachers college; and M. P. Shawkey (1923-35), whose resourcefulness, plus the enthusiasm of "alumni and friends," contributed to making Marshall an A. B. degree institution.

After two years U. S. Fleming, a teacher training enthusiast, resigned the principalship of the Fairmont Normal in 1907 and was succeeded by the first president, C. J. C. Bennett (1907-10), a Peabody Normal graduate interested primarily in teacher training. He established a training school of six grades which were increased to eight in 1910. After three years President Bennett resigned to accept a professorship of education in the University of Oregon and was succeeded by O. I. Woodley (1910-1915), who expanded the training work and reorganized the curriculum, but he was transferred in 1915 to the presidency of Marshall College. President Woodley was succeeded at Fairmont by Joseph Rosier, Superintendent of the Fairmont Public Schools, who supervised the removal of the school to its present site and developed it, first into a standard normal, then into a state teachers college.

At Athens tenures were generally brief. After five years the Rev. A. S. Thorn was succeeded in 1906 by Isabel Davenport, a teacher training devotee who featured the "model school," and L. C. Bemis who was also primarily interested in teacher training. He served for six years and was succeeded in 1913 by L. B. Hill, Principal of the Tyler County High School and a graduate of the University. He served for six years and was in 1918 succeeded by C. C. Rossey, an energetic and enthusiastic leader, under whose influence Concord first attained teacher college

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status. In 1924 he was succeeded by the Rev. Dr. G. W. Deahl who was succeeded in 1929 by J. F. Marsh.

Except at West Liberty, administrative tenures were longer and more secure in the other teacher training institutions. After six years at Glenville, J. C. Shaw, a graduate of Peabody Normal, was transferred in 1908 to the principalship at West Liberty where he succeeded Lorain Fortney who had served in that capacity since 1903. Principal Shaw was succeeded at Glenville by E. G. Rohrbough, who, except during 1914-15 when S. Orestes Bond was acting principal, was principal and, beginning in 1918, president until 1942. Shaw was principal at West Liberty until 1919, when he was succeeded by C. T. Boggess as acting principal. Beginning in 1920, the presidents of the West Liberty School, in the order of their succession, were H. J. McGinnis (1920-25); E. C. Bowman, acting president and the first dean (1925-26); and J. S. Bonar (1926-33). With the death of J. G. Knutti (1909), ending a six-year tenure, T. C. Miller, former state superintendent of free schools, became principal, later president of Shepherd College. He retained the presidency to 1920 when he was succeeded by W. H. S. White.

Among normal school teachers of this period who endeared themselves to students by effective service were Dr. C. E. Haworth, Mrs. Naomi Everett, Mrs. Harriet Lyon, Lillian Hackney, Frances Burgess, Anna S. Cummings, R. J. Largent, E. E. Myers, and W. H. Franklin at Marshall College; Mrs. Nancy R. C. Morrow, Laura F. Lewis (formerly at Concord), E. E. Mercer, E. L. Lively, and Walter Barnes (formerly at Glenville), at Fairmont; Ann R. Austin, R. S. Gatherum, C. H. Archer, and Frank Cutright at Athens; C. T. Boggess, Callie W. Curtis, Maude I. Jefferson, Mary L. Yager, and D. B. Rogers at West Liberty; Bessie B. Bell, Hunter Whiting, E. R. Grose, and Elwina Sample at Glenville; and M. Duke, J. D. Muldoon, Mrs. Mabel Henshaw-Gardiner, and Ella May Turner at Shepherd College.

The transition from secondary schools to normals and finally to teachers colleges, together with the contemporaneous shift to industrial economy, entailed new social and administrative problems. As already indicated incidentally, additional dormitory facilities for both men and women became indispensable in the small villages and even in cities like Huntington. Such agencies, together with the necessity of evaluating and recording high school and other credits and new athletic and physical education programs, increased administrative routine, but the most notable results were in student activities, especially the extra-curricular. Among other things the old time literary societies gave way to dramatics, regular debating courses, athletics, fraternities, and student publications. By 1910 most of the normals had football and baseball teams, and annuals were being supplemented by news sheets and other like publications which tended to appear more or less regularly. In the normals drawing students largely

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from rural areas, as at Glenville and at Shepherdstown, the literary societies lingered, but they had all ceased to function by 1929.

The most important development in the history of the state normals in this period came however in the initial years and in the change of the governing authority from a state board of regents and local executive committees to the state board of regents and the state board of control. The latter tended to eliminate petty graft from the several institutions and to place their internal business affairs on a basis of respectability. As a consequence the regents were encouraged and sustained in their efforts to eliminate partisan politics in the choice of administrative officers. Resort to a parity arrangement was not all that was desired by many, but it was a step toward professional practices. Together with the efficiency of the board of control, it did more perhaps than anything else to prevent the abolition of some of the normals and to foster the growth of all of them, first into state teacher colleges and then into state colleges.

OTHER STATE SCHOOLS

1. THE COLLEGIATE INSTITUTE

On September 23, 1909, Byrd Prillerman, born a slave in Franklin County, Virginia, was designated acting president and on October 28 of that year president of the West Virginia Colored Institute, later West Virginia Collegiate Institute, at Institute, Kanawha County. As a teacher of English in that institution and as one of its founders, President Prillerman was familiar with its affairs and its possibilities. He was thus able to direct it during a period which, more than any other, determined its place in the state educational system.

More than anyone else, President Prillerman gave the Collegiate Institute a working philosophy. In general, it was to the effect that manual labor is honorable and necessary. In other words, it was the philosophy of Booker T. Washington who loved and admired Prillerman, because, among other things, he was one of the few men whom Washington knew who had discovered that modesty and simplicity are signs of greatness. He also approved Prillerman's plan to teach Negroes needed lessons in virtue and morality and in making economical uses of the fruits of their toil.⁷

In his efforts to teach these lessons through the agency of a land-grant college President Prillerman's greatest difficulty lay in the fact that more than two-thirds of the persons whom he needed to reach resided in cities and in coal fields. Undaunted, he insisted that agriculture was "the line of least resistance for the American Negro" and that it should be emphasized in any long-time plan for his betterment. While interest was being developed in this subject, the President, in keeping with his philosophy, emphasized other phases of vocational training, particularly

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domestic science for girls and manual arts for boys. In 1912 each group was required to give one-half time to vocational training with results which produced favorable comments within and beyond the state. At the same time the Institute was offering four academic courses: the commercial, the normal, the academic, and the preparatory. Of a total enrollment of 261, sixty were in the preparatory department, admission to which was in 1910 raised from the third to the seventh grade of the elementary school. The summer school, first established in 1910, had an enrollment of about one hundred.

Although the work in agriculture was under the able direction of A. W. Curtis and visiting specialists, the enrollment in that subject was small, being only eighteen for 1914-15. That of the preparatory department was declining meanwhile; but the grand total increased, reaching 347 for 1913-14. With Kanawha, Fayette, McDowell, and Cabell leading in the order named, twenty-three counties, eleven states, and three foreign countries were represented, and an increasing number of graduates (21 in 1913 and 39 in 1914) were interested in going to college.

Primarily to supply the demand for trained teachers and to accommodate Negroes who were then pursuing college courses outside the state, the 1915 legislature changed the name of the West Virginia Colored Institute to the "West Virginia Collegiate Institute." Prior thereto most of its offerings had been on the elementary level, but all grades below the first year of high school were eliminated under the new authorization and definite college courses were outlined. The following year sixteen persons, among them members of the faculty, pursued freshman work, and the regents directed the president to prepare a course of study leading to the A. B. and the B. S. degrees. The enrollment responded immediately to this program, and in 1919 two persons, Mary Skipwith Campbell of Union, Monroe County, and Emma Frances Wade of Charleston, Kanawha County, were graduated with A. B. degrees. Dr. Waitman Barbe of the University made the commencement address.⁸

If the regents had needed further justification of their policy, they had it in the capable and efficient staff which President Prillerman had built up. Outstanding among its members was the director of the work in agriculture, A. W. Curtis, father of A. W. Curtis, Jr., who in 1943 succeeded the late and renowned G. W. Carver as director of scientific research in Tuskegee Institute at Tuskegee, Alabama; C. E. Mitchell, business manager and head of the commercial department, who from 1929 to 1933 was minister to Liberia; Mary Eubank, director of domestic science and matron of Dawson Hall; Fannie Carter, director of teacher training; Wm. W. Sanders, in charge of extension work; and A. C. Spurlock, superintendent of mechanical industries. Much of the success of these teachers, as well as that of their associates, was due to the zest and the missionary spirit which they brought to their work. It was not until

the last year of his service that the salary of the president exceeded \$1,500 and the average salary of the staff was under \$1,000.

As intended, the shift to collegiate status improved the position of the Institute as a pioneer in higher education for Negroes. As formerly, college students were required to supplement their academic courses with vocational courses, and a field agent in the person of Wm. W. Sanders was employed through a cooperative arrangement with the state department of education. Beginning in 1915, he also offered extension courses for the Institute which was planning at that time to offer short courses for farmers, housekeepers, and teachers and to publish bulletins giving the results of experiments made at the school.

The general poverty among Negroes was the greatest handicap to their becoming students, even on the secondary level. The effects were aggravated at the Institute by the failure of the 1907 legislature to appropriate for the support of a cadet corps. In 1912 President Prillerman indicated that the attendance could be greatly increased by such an appropriation, but nothing was done and that too despite the fact that no funds were available to aid needy and deserving students and despite the fact that there were dozens of them who would have enrolled, if they could have been assisted financially, even in a small way. A number of them earned needed funds by manual labor, including bricklaying and hod carrying. Continuation of military training by the use of federal funds offered a measure of relief.

World War I tested the Collegiate Institute. Among other things, extension work was greatly curtailed, and the summer school was discontinued in 1917 and not resumed until 1919. The school was in fact placed upon a wartime basis with an S. A. T. C. unit established in 1918 and retained until after the Armistice. Following it an R. O. T. C. unit was established and maintained for two years. Fifty-five alumni and former students saw service in the Army and the Navy, most of them as volunteers. Among them were one captain, three lieutenants, three sergeant-majors, three sergeants, and a number of corporals. Another contributing cause of decline in student attendance was the total destruction by fire of the Domestic Science Building on July 20, 1917.

Shortly after graduating the first class from the Collegiate Institute President Prillerman resigned, effective August 31, 1919. He was succeeded immediately by John W. Davis who, at the time of his election, was secretary of the Negro Y. M. C. A. in Washington, D. C. President Davis proved to be a capable leader who, like his predecessor, believed that the economic salvation of the Negro rested largely in the trades and in industries and that "agriculture offered him the largest opportunity for independent livelihood." In pursuit of these beliefs he at once made a number of timely changes. With C. G. Woodson as dean and with the best available faculty, the college department was put upon a firm and

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scholarly foundation; a department of vocational agriculture was established under the Smith-Hughes Act of 1917; the library and the laboratory facilities were more than doubled; and secondary work was reduced.

The results of these changes expressed themselves in increased enrollments, that of the regular session advancing from 297 for 1919-20 to 681 for 1927-28. In keeping with a policy adopted in 1919, the Collegiate Institute had meanwhile confined itself largely to courses in the arts and the sciences, in mechanical arts, and in agriculture, domestic science, and commerce and to the training of high school teachers. As was expected this was not conducive to the growth of the summer session, which after 1923 had a competitor in Bluefield State Teachers College, but the Collegiate Institute summer session grew despite these handicaps. In 1928-29 the enrollment was four more than in 1921-22, when the total reached 376. Chief interest centered however in building up an all-round college. As a consequence the Institute was in 1922 "the best equipped state-supported school for Negroes in America." Teachers' salaries, including that of the President, had meanwhile more than doubled; the Farmers' and Home Makers' Institute had become an annual event; and with his study, "Early Negro Education in West Virginia," Dean Woodson pioneered the field of productive research.

In recognition of these accomplishments both the Institute and the high school were on March 18, 1927 admitted to membership in the North Central Association of Colleges and Secondary Schools, the former being the first land-grant college for Negroes to be fully accredited by one of the five regional accrediting bodies in America. At the time mention was made of the fact that it had a Negro president and a faculty composed entirely of Negroes. That same year President Davis and Professor C. C. White of the department of music received the Harmon awards for the greatest achievements of the year for creative work among Negroes in the fields of education and music, respectively, in the United States.

These recognitions were sustained by the State Survey of Education completed in 1928, which reported the Collegiate Institute to be "one of the best state colleges for colored students in the United States." Through grants from the General Education Board and the Julian Rosenwald Fund the physical equipment was "excellent," and the administration was "vigorous and efficient," as indicated, among other things, by its ability to secure such benefactions. To provide for an expected growth in the student body the Survey recommended the adoption of a building program including dormitories, a gymnasium, living quarters for the teaching staff, and facilities for instruction in science, home economics, agriculture, and industrial arts. As much as anything else perhaps this report influenced the decision of the legislature to change the name of the Collegiate Institute to West Virginia State College, which was done through an act of the legislature of February 27, 1929.

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The building program had lagged in President Prillerman's administration which sponsored successfully only one main building, Glasscock Hall, a dormitory for girls completed in 1915, but President Davis resumed the building program. First came Dawson Hall, destroyed by fire on July 20, 1917, but rebuilt in 1922. Two years later the Normal Practice School Building, later used for training elementary teachers, was occupied, and the following year the New Administration Building, a three-story brick structure with space for classrooms, a chapel, and a library, was completed. In Gore Hall, completed in 1926, the boys got their first real dormitory, a three-story brick structure with accommodations for 150 students. The Home Economics House, a gift of the General Education Board and now the Home Management House, was completed in 1927, and the Auto-Mechanics Building was erected in 1929. Among the few adornments was a Henry K. Bush-Brown executed bust of Abraham Lincoln presented in 1914 by the Hon. Wm. S. Edwards of Coalburg, West Virginia.

2. BLUEFIELD COLORED INSTITUTE

When R. P. Sims, a graduate of Hillsdale College, Michigan, a former assistant principal at Bluefield, and a former principal of the Douglass High School in Huntington, West Virginia, succeeded Hamilton Hatter in 1906 as principal of the Bluefield Colored Institute, its course of study was almost entirely on the elementary level, but, beginning in 1905, the regular professional and academic courses then offered in each of the six state normals, were offered also at Bluefield. This change in offerings was made possible because the matriculates were for the most part boys and girls who had completed the work of the grades, whereas most of the first matriculates were physically mature men and women, learning to read and write. It was, however, ten years before the grades were abolished and the Institute became primarily a teacher training institution on the secondary level. Increasing attention was meanwhile being given to agriculture, manual arts and home economics. To that end regular "Smith-Hughes" courses were offered beginning in 1920, but a summer school, primarily for teachers, was established in 1910. Because the summer program then maintained at Institute was considered adequate for the then current needs, the summer school at Bluefield was discontinued after one year. For 1915-16 the enrollment aggregated 240, of which number 20 were in the normal department, 200 in the secondary, 15 in the elementary, and five were special students.

While insisting that the main development should be along industrial lines, the principal then wished to expand the professional offerings to and including the standard normal level. As the attendance was still largely secondary, there being only ten normal school students in 1917-18, the

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request was granted on the condition that the secondary work be standardized. A point was made of the obvious fact that the instructor in charge of teacher training could not be effective, however well prepared, without students. As elsewhere and for similar reasons 1918-19 was an off-year at the Institute, but with the return to normalcy the attendance increased and the outlook became more hopeful. A larger number of the matriculates were high school graduates who enrolled in the professional course, and most of the others were candidates for either short normal school or high school diplomas.

Despite these evidences of progress, the future of the Institute was admittedly precarious. First of all, the site, which by 1916 had expanded to ten acres, was rough and unsightly with only a small portion usable for agricultural or other purposes. Then, too, the noise and smoke from the nearby railroad made it difficult, at times impossible, to conduct classes. Removal of the institution seemed to be the only solution, and a number of proposals to that end were made. The matter was considered in a joint conference of state officials and representatives of the Bluefield Rotary Club and the Bluefield Chamber of Commerce, which recommended retention of the site and the expansion of its acreage so as to permit a more wholesome development. After several other conferences in which the Negro Advisory Council to the state board of education had a major part, it was decided to retain the present site and to expand it through the purchase of additional acreage. In pursuit of this policy the buildings, Mahood Hall erected in 1896, Lewis Hall erected in 1897, and West Hall erected in 1900, were reconditioned in 1923-24; the desired acreage was acquired, increasing the total to twenty-three; and in 1927 an amphitheater-like formation was converted into a stadium.

Even more disconcerting than the problem of a suitable site was that with respect to the educational policy of the institution. Although the state board of education had in 1920 raised it to junior college status and President, formerly Principal, Sims had announced that, beginning with September, 1922, the second year of secondary work would be dropped, persons, particularly "experienced teachers" over twenty-one years of age, were still permitted to enroll as special students and to pursue their studies until they were considered capable to enter the professional courses. Largely to accommodate them, the summer session was restored in 1923.

Determination of the proper working relation between Bluefield Colored Institute and West Virginia Collegiate Institute in Kanawha County presented another problem. After careful study by the Negro Advisory Council, it was decided that the former should offer secondary, normal professional, and vocational courses with special emphasis upon the training of teachers for elementary schools. The latter offered the

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same course but emphasized the training of high school teachers and college work.

The educational policy having been tentatively determined, the state board of education in 1922 requested the faculty of the Bluefield institution to formulate, over the ensuing biennium, both a teacher training and a vocational training program. The attendance continuing predominately and somewhat constantly on the high school level, little was accomplished toward the board assignments and the status was accordingly left unchanged at the end of the period, but in 1926 the board directed the faculty to work out a program for a regular four-year college course in education, home economics, and business administration.

Apropos of this order, attention is called to the recommendations of the Survey of Education. Among other things, it indicated that the high school facilities for Negroes in the southern part of the state were then far from adequate and that the Bluefield Institute was on that account then obliged to do "a great deal of work of secondary grade." With respect to the proposed vocational courses the Survey recommended that they be left to the regional high schools and that no more subjects be added to the Institute courses of study until the number of students of college grade had increased. These recommendations were determined by the claim that the Collegiate Institute in Kanawha County, was then training all the teachers needed for the Negro high schools of the state.

To facilitate this program, the state board on August 10, 1928, authorized the Bluefield Institute to offer full college courses in education, home economics, music, and business administration leading to B. S. degrees. In this the board was influenced largely by the greatly increased enrollment for 1927-28, which aggregated in excess of 300, not including that of the summer school, most of whom were graduates of standard high schools. A class of eight, four men and four women, was graduated in 1929. With the aid of the state supervisor of teacher training the institution had meanwhile worked out an arrangement with the local school authorities under which practice teaching and observation were provided under standard normal conditions.

Much of the success of the entire program was due to the teaching personnel. Among the most effective teachers were Mrs. Stella J. Sims, biology and nature study; J. D. Colman, history; S. L. Wade, languages; H. L. Dickason, mathematics; Truxie J. Warren, music; Ellen F. Green, teacher training; Nathaniel Wiley, vocational training; and Mabel S. Brady, English.

3. POTOMAC STATE

Reflecting dissatisfaction over low salaries, unsettled policies, and political interferences, principals of the Keyser Preparatory School suc-

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ceeded each other in rapid succession during the first part of this period. T. W. Haught was principal from 1905 to 1908, when he resigned to accept a professorship in West Virginia Wesleyan College. He was succeeded at Keyser by Lorain Fortney who, since 1903, had been principal of the West Liberty State Normal School. After a year Fortney was succeeded at Keyser by J. D. Muldoon who served during 1909-1911. Following his resignation, J. C. Sanders, vice-principal since 1903, was acting principal until the Christmas holidays, when he was succeeded by J. W. Stayman, former principal of the Terra Alta High School and a friend of J. S. Lakin, President of the State Board of Control. Stayman retained the principalship to 1921 when, the school having been made a junior college, he became the first president and functioned in that capacity to 1936. D. A. Christopher was the first dean. He served in that capacity during one year and was succeeded in 1922 by Frank Mauzy who was dean to 1936.

Although the eight counties accommodated by Potomac State School were largely rural and among the last in the state to establish standard high schools, the regents saw the handwriting on the wall and early tried to adjust the institution to its environment. For that purpose they, in 1905, established a commercial department and soon thereafter added music, elocution, and teacher training. Six years later they included also pre-engineering and agriculture with chief emphasis upon the latter. Already the possibility of federal aid in that field was being considered, and "friends" of the Keyser School felt secure. It was located in one of the richest agricultural sections of the state.

These devices failing to change the course of the declining attendance, the principal in 1912 canvassed the counties in an effort to determine their educational needs. Here and there he found persons who had never heard of the Keyser school. He discovered furthermore that the five regional high schools were all in two counties. Six years later an investigation revealed that the high schools then being planned or in process of construction were only second and third class. Hence, he recommended that the Keyser School should continue secondary work with emphasis upon commercial subjects and the normal department established in 1915. Influenced by the general trend, particularly that in the industrial areas, the 1917 legislature ignored these recommendations and established an "agricultural, industrial aid vocational department" to conform with the Smith-Hughes Act program. It also appropriated \$12,000 to aid the adjustment.

But for this turn of events, the Keyser school might have been abolished. Contributing to such a solution of the "problem" which it imposed, the Main Building, together with all the records, was destroyed by fire on May 3, 1917. The negative effect of this incident was neu-

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tralized however by the presence of a dormitory building, completed in 1916 at the request of private individuals who, with perhaps ulterior purposes, had given the state 8.62 acres of land with the understanding that a dormitory would be built. Compliance was accepted as a commitment on the part of the state to maintain the institution.⁹ Moreover, the incumbent governor, J. J. Cornwell, a resident of nearby Romney, was known to be favorable to such a policy. Accordingly the 1917 legislature, in extra session, appropriated \$30,000 for the restoration of the Main Building, which was effected in 1919.



OLD ADMINISTRATION BUILDING

Keyser Preparatory School, destroyed by fire May 3, 1917.

Despite the fact that the preservation of the Keyser school was thus seemingly assured, it functioned with difficulty during the years immediately ensuing. Among other things, it was necessary during 1917-19 to divert needed dormitory space to classroom uses, which, together with the exigencies of war, reduced the enrollment. Strange as it may seem, students from this rich agricultural section did not take to the Smith-Hughes program but continued to show a decided preference for courses in commerce. Thus the school reached "the most critical period in its history." Again the principal recommended adherence to the original program with emphasis upon courses in commerce, but the legislature again ignored his recommendations and changed the name of the institution to the "West Virginia Vocational School." Soon thereafter a

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department of home economics was added to the curriculum, and on November 1, 1919, the state board of control purchased 125 acres of nearby land for experimental uses of the languishing department of agriculture.

This altered program made little appeal, as indicated by the fact that only nine students were enrolled in agriculture and seventeen in home economics in 1920-21. The future of the school was therefore again shrouded in uncertainty which was intensified by the fact that the high school had meanwhile practically preempted the field of secondary education, even in Keyser. Friends were influential however, and the all-but-complete domination of the 1921 legislature by "the school people" was a windfall for the Keyser institution which was then converted into a junior college under the name "Potomac State School." At the same time \$80,000 was appropriated for a dormitory for girls.

Soon thereafter the school was reorganized into collegiate, preparatory, commercial, agricultural, domestic science, and normal departments. Extension and correspondence courses were added in 1922-23, but the home economics and agriculture departments had meanwhile been temporarily discontinued for lack of students. In 1923 three persons were graduated from the collegiate department, and two years later the total enrollment was 126. The grand total, including 215 summer school students, was 521. The salary of the principal had meanwhile advanced from \$1,500 in 1915 to \$4,750. In 1926, Potomac State School was admitted to membership in the North Central Association of Colleges and Secondary Schools. To allay rumors incident to proposals to move all or at least a part of the University College of Agriculture to Keyser the president denied that the Potomac School was in any way a competitor of the University.

However, the Survey of Education (1928) could find no justifiable place for that School among the state supported institutions. It recommended therefore that it be turned over to the local school authorities of Mineral County to be operated by them, with the aid of a small state subsidy, as a "public junior college." In support of this recommendation attention was called to the fact that about one-third of the enrollment in the commercial department was then pursuing courses which could have been offered in the local high school and that the summer school was operating illegally. In response to these recommendations all secondary work was abolished in 1929, as were also all teacher training courses, and the offerings were put on the college level and made to coordinate with Lower division work at the University.

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4. NEW RIVER STATE

Following the resignation of Principal Keely the future of the Montgomery School was for years in doubt. Or, as stated officially, it was a problem. With the high schools making constant inroads upon its preserves, administrators could not justify it as a state maintained secondary school. The principals, prior to 1920, were Geo. W. Conley (1907-10), L. W. Burns (1910-13), and the Rev. Arthur S. Thorn (1913-20). They did not try to compete with high schools but sought instead to find a useful and justifiable place for their institution in the state system. Its location in the center of a rapidly developing mining area naturally suggested plans for fitting it into such an environment. Among the various proposals was one for offering short courses in mining, one for converting the New River Institution into a first class industrial school, another for converting it into a commercial school of "the very best grade," and finally one for converting it into a sub-station of the mining department of the College of Engineering of the University.

For a time the Smith-Hughes Act of 1917 seemed to offer a solution for the problem. In anticipation of this outcome, the 1917 legislature changed its name to the "West Virginia Trades School," but it failed to appropriate the necessary supplemental funds required under the federal act to make it a vocational school as then planned. Moreover, an investigation disclosed that the program set up for that purpose could not be offered at Montgomery, because the necessary industrial establishments and shop facilities were not available there. Under the circumstances the establishment of a district high school in Montgomery in 1919 precipitated a crisis in the affairs of the state institution.

Contrary to expectations friends failed to come to the rescue in 1919. The following year the attendance dropped to thirty-two, and in despair Principal Thorn resigned, effective September 1, 1920. His successor, Cyrus H. Martin, former principal of the Mount Hope High School, joined the retiring principal in a suggestion to the effect that a legislative committee, in cooperation with the proper state officials, investigate the Montgomery School with a view to determining its future policy.

Taking advantage of a post-war situation fraught with a general lowering of academic standards and with an unprecedented demand for institution-earned credits, President Martin advertised the ability of the Trades School to supply the current needs. In response thereto the enrollment for 1920-21 rose to 125, and in 1921 the legislature appropriated \$44,500 for the support of the New River school. At the same time the name was changed to "New River State School" which was authorized to offer the first two years of a regular college course, and the "Principal" became the "President". Moreover, the school was author-

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ized to give extension and correspondence courses, and, in the face of a constitutional prohibition, to offer teacher-training courses.

In keeping with this program, the summer school was revived in 1921, and the New River School experienced a "regeneration" which the president described as "remarkable." In both 1922 and 1923 the summer school attendance exceeded 400 and the total attendance for 1922-23 and 1923-24, including 317 and 460 extension and correspondence enrollees, was 1090 and 1209, respectively. Throughout the state the practices of the New River State School were frowned upon by both the old and the new school educators, but critics generally refrained from expressing themselves openly. As a member of the state board of education and a favorite aspirant to the governorship, the president's brother-in-law, Wm. G. Conley, was a power to be reckoned with in the plans of the school people. Abolition of the preparatory department and of correspondence courses by the state board of education helped somewhat to allay criticism, but the correspondence courses were restored in 1927, at which time a third year of regular college work was added.

Making the most of his peculiar advantages, President Martin secured from the 1923 legislature an appropriation of \$250,000 which was used to transform the physical plant. First, Main Building was enlarged and remodeled. Then came the Physical Education building, a two-story brick, completed in 1925 at a cost of about \$150,000. Mechanical Hall, a three-story brick projected in 1925 and designed for laboratory and industrial arts uses, was never completed, but "The Annex", a one-story frame structure, was hastily improvised in the summer of 1927 to accommodate a greatly increased enrollment. The following year "The Shop", also an improvised structure, was provided for instruction in machine shop, woodworking, and forging. Finally, a "much needed" library building was provided in "Conley Hall", a two-story brick, completed in 1932, and named for the president's brother-in-law, who had meanwhile become governor. By that time the site had expanded to one hundred acres and the reproduction value of the plant had increased to about \$400,000, which, in the minds and plans of friends, made untenable all suggestions looking to the abolition of the school or to its removal to Charleston.

Apropos of this situation, the findings and recommendations of the Survey of Education (1928) are pertinent. Among other things it found the school well housed; the records were in excellent form; conventional admission and graduation requirements were enforced; teacher training courses were being offered illegally; per capita costs of maintenance were the highest in the state; athletic accounts had never been audited; too free use of athletic scholarships had caused denial of admission to the North Central Association of Colleges and Secondary Schools; the biological laboratory was meagerly equipped; the library

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was inadequate, even for a junior college; and retention of the school was attributed to political influence. The commission recommended therefore that it be either abolished or converted into a "typical public junior college" to be administered by the local school authorities with the aid of a state subsidy.

Instead of accepting these recommendations, the state board of education added a fourth year of college work and authorized the granting of the A.B. degree, and the 1929 legislature boosted the appropriation from \$98,000 for the year ending in 1929 to \$180,000 for that ending in 1930. In 1929 sixteen degrees were conferred and the following year the number rose to twenty. At the same time it was officially stated that, "New River State has established herself among the colleges of the State as a high class liberal arts college." Accepting a fait accompli, the legislature in 1931 changed the name from "New River State School" to "New River State College."

THE UNIVERSITY

1. CONTROL

By a legislative act of 1909 charge and control of the financial and business affairs of the state supported educational institutions were vested in a bipartisan board of control of three members authorized to purchase all supplies, to let all contracts for building and repair, and to exercise general supervision over the finances. On the first of October, 1910, and biennially thereafter this board was required to file with the governor a full report of its activities showing, among other things, the condition of the institutions and the cost of operating them. From time to time it was also required to make reports to the state auditor who exercised control over expenditures to keep them within the bounds of appropriations and authorizations.

At the same time "the several boards of regents" of the state-supported educational institutions were abolished and their educational policy determining functions were entrusted to a single bipartisan, executive appointed, board of regents of five members, including the state superintendent of free schools, ex-officio, who, from the beginning, was the president. [P. W. Morris was secretary of the new board from 1909 to 1911 when he was succeeded by M. C. Lough for one year and in 1912 by J. F. Marsh. This board employed the administrative officers and the teachers of the state-supported educational institutions and fixed the respective salaries subject, either individually or collectively, to approval of the board of control. The regents were also required to make annual reports to the governor and from time to time to report to the auditor who kept their authorizations within the bounds of appropriations and commitments.

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The educational policies of the University and of the other state-supported institutions of higher learning were determined in this manner until 1919, when they were vested in an executive appointed, bipartisan state board of education of seven members, including the state superintendent of free schools, ex-officio. This board functioned in the same manner as had the state board of regents and was subject to the same limitations and reviews, but the appointive members were subject to removal not only for specified causes but also "for any other good and sufficient reason," as determined by the governor. To all intents and purposes they were thus subject to the governor's wishes, but he did not exercise arbitrary power in this period. In compliance with the constitution, as amended in 1918, final determination of the institutional budgets for legislative approval was vested in the state board of public works composed of the state elective officers. Following the admission of the University to membership in the North Central Association of Colleges and Secondary Schools in March, 1926, it was an influence in determining curriculums and staff personnels.

In 1927 the powers and duties of the state board of education with respect to the University were entrusted to a bipartisan board of governors of seven members: one from the state at large and one from each congressional district. But the powers and duties of the state board of control remained unchanged, as did also the appointive and removal powers of the governor, the budget recommending power of the board of public works, the supervisory control of the board of control, and the checking and supervisory authority of other state agencies. Unlike the educator dominated boards which directed the educational policies of the University from 1909 to 1927, the board of governors included only one person, a woman high school teacher, whose interests were primarily educational. Three of the other members were lawyers, each with a penchant for politics; one was a stock broker accustomed to doing things by dispatch; one was a newspaper alumnus; and the other was a real estate and insurance agent.¹⁰

The new board organized on July 1, 1927 by electing Judge E. G. Smith president and D. A. Burt vice-president. In keeping with established practices the board went beyond its own membership and that of the regular faculty for a secretary, who was however for the first time required to maintain an office on the campus. The new secretary was C. T. "Tedd" Neff, Jr., an alumnus, '21, who at the time of his election was superintendent of the Piedmont District Schools of Mineral County. In addition to customary clerical duties, he was required to investigate the condition of the University from time to time and to report his findings to the board of governors which indicated its intention to keep in close touch with University affairs. After a few weeks the financial secretary was ordered to turn over to the secretary of the board of gover-

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nors all books of account and records in his possession, but he was continued as the finance officer.

Because of the powers vested in the new secretary, the Survey of Education (1928) expressed fear that they might prove "fatal" and advised that responsibility for all efficiency surveys of the University should be vested in the president. Others feared that the secretary of the board was too closely allied with the capitalistic interests of the state, particularly the railroads. This fear was heightened somewhat by the fact that the professional educators had admittedly lost control of the University. Fortunately, the new secretary proved to be capable and independent. As feared, his powers and duties increased perceptibly but as a result of efficiency rather than of usurpations. Thus they did not prove "fatal".

2. FINANCES

The income of the University, including the Agricultural Experiment Station, for the fifteen months ending September 30, 1910, was derived from the following sources: 1. Biennial appropriations of the state legislature (1909 and 1910, \$160,700 each); 2. The Morrill fund (\$33,828.14); 3. Interest on the \$115,750 land grant endowment (\$2,085.06); 4. And fines, fees, and miscellaneous sources aggregating \$15,341.12. Of the legislative appropriation \$18,115.52 at that time reverted to the state but \$51,341.12, the total of all other unexpended revenues from other sources, was available for use by the board of control. Although control of the land grant endowment had in 1909 been transferred from the governor to the board of the school fund, most of it was still invested in bonds of the Morgantown and Kingwood Railroad and remained thus invested until the end of this period, when they were exchanged for bonds of the Baltimore and Ohio Company.

For the fiscal year ending in 1927, when the university board of governors took over, the income of the University, including the Agricultural Experiment Station, was derived from the following sources: 1. Biennial legislative appropriations (\$1,083,000.00 for 1927); 2. The Morrill-Nelson fund, \$40,000; 3. The Smith-Lever funds, \$125,052.95; 4. The Smith-Hughes funds, \$18,675.63; 5. The \$115,750 land grant endowment, \$6,500; 6. Miscellaneous fees, fines, and other sources aggregating \$421,839.43. Items among the "other sources" included contingent fees, \$56,048.33; tuition fees, \$53,497.50; athletic fees, \$20,387.27; athletic gate receipts, \$10,150; summer school fees, \$22,696; Woman's Hall, \$76,637.66; cafeteria, \$38,793.15; bookstore sales, \$46,580; endowment, floating, \$18,900; and medical fees, \$12,082.67. The grand available total, including balances of \$19,713.01 and \$234,896.57 (legislative), was thus \$1,949,677.59, of which \$1,803,572.96 was expended.

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The increased expenditures were largely for salaries, contingencies, land and buildings, the Agricultural Experiment Station, and extension work. During the period the total expenditure for salaries increased about 900% and that for contingent and general purposes about half as much. Beginning in 1915 each legislature made an appropriation for one or more new buildings. Beginning at the same time separate appropriations, one of which totaled about \$140,000, were made biennially for uses of the Agricultural Experiment Station, and in 1927, \$163,000 was appropriated for extension work for each year of the current biennium. In 1929 this appropriation was increased to \$213,616.08, the largest items being for mining and industrial courses, for agricultural, horticultural, and home economics extension, and for the work at Jackson's Mill. In some cases the increased legislative appropriations were to match federal funds which otherwise would not have been available.

Salaries increased in this period from \$4,200 and a house, to \$15,000 and a house for the president; from \$3,750 to \$7,500 for the dean of the College of Law, and from \$2,800 to \$6,000 for the dean of the College of Agriculture, which was the standard salary for the several deans; and from \$2,200 for professors to from \$4,000 to \$6,000. At the end of the period the salaries paid professors compared favorably with those paid persons of similar rank in neighboring institutions of similar character. The pittances paid to the secretary to the regents, to the registrar, to the auditor, and to others rendering part-time services had meanwhile grown into fulltime salaries, ranging from \$4,000 to \$5,000.

As a result of these advances the faculty was not so much interested in additional compensation as in an adequate retirement allowance. In its absence, individual members had taken annuity policies in private companies, the Teachers Insurance and Annuity Association of America being a favorite. But the failure to provide some sort of retirement for all was inexcusable, in that it admittedly weakened the bidding power of the University in the choice of faculty personnel.

The chief difficulty was in the uncertainties with respect to the biennial appropriations which, at the best, were piecemeal. It was thus next to impossible to execute a long period building and expansion program, one of the greatest needs. Generally, budgets, well-conceived and planned, were not recognizable when they emerged from the multiplicity of controls which had a part in determining them. To remedy this difficulty presidents repeatedly recommended the use of a millage tax, and the proposals were considered by the legislature from time to time. Some would have made it a constitutional requirement.

From 1901 to 1913 intramural finances were administered by Professor Alex. R. Whitehill of the department of chemistry, to 1909 as treasurer and thereafter as bursar. Throughout he was assisted by W. J. White, a clerk attached to the Agricultural Experiment Station, to 1909

as the university auditor, and thereafter as the accountant. In 1913 White became the first financial secretary and served in that capacity until 1917, when he resigned and was succeeded by D. M. Willis who since 1895 had been in charge of the work in commerce. He served as financial secretary during the remainder of this period.

3. ADMINISTRATION AND PERSONNEL

Engrossed in metaphysics and philosophy, which he had taught long and well, and in music and fine arts, which had favored places in his program, President Purinton was not well suited to the University presidency in a changing order featured by differences between the new and the old educators, most of whom were chafing under his economy program. Under control of the new educators, the newly constituted regency was eager for change. With regent Laidley taking the initiative, they persuaded the President that the office should, under the circumstances, "be in younger and more vigorous hands." Thus persuaded, he resigned, effective July 31, 1911, but he retained his professorship of philosophy.

[On September 22, 1910 T. E. Hodges was elected to succeed President Purinton, effective October 1, 1911. The new president's salary was \$5,000, minus a rental charge of \$800 a year for the use of the President's House. Two years later it was fixed at \$4,500, the increase being in lieu of the president's entertainment fund which was abolished. Nothing was said about a rental charge for the President's House.

President Purinton continued to occupy the President's House until July 31, 1911. Thereafter he was a professor in the University at a salary of \$2,300 until February 15, 1915 when he became eligible for retirement on the Carnegie Foundation. Thereafter, he lived in Morgantown in semi-retirement until his death, November 27, 1933, when he was praised for having brought dignity to the University and respect to the presidency.]

Although the date of President Purinton's effective resignation was currently reported as having been determined so as to permit him to round out ten years in the presidency, other factors were perhaps more determining. In the first place his successor, T. E. Hodges, as a former member of the state board of control, was forbidden by state law to accept another lucrative state position until one year after he had ceased to be a member of that board. He was however the directing mind during most of the enforced interim between his election and his formal assumption of authority.

[In June, 1910 Professor P. B. Reynolds resigned the acting presidency effective July 1, 1910, and his professorship, effective December 31, 1910. As he had not been a figurehead in the acting presidency, his resignation raised questions with respect to it. During President Pur-

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inton's expected absence in Europe through August-September 15, 1910, Professors Reynolds and Barbe were authorized severally to sign official documents. When President-elect Hodges decided to visit Europe, Professor Alex. R. Whitehill was designated to act "during the absence of the President from the University." On June 22, 1911 he was made "acting president of the University during the interregnum between the terms of President Purinton and President-elect Hodges," and he served nominally in that capacity during August and September, 1911.¹¹

President Hodges was generally considered well qualified for the position. A native West Virginian, born December 13, 1858 near Buckhannon, Upshur County; an athletic enthusiast; and an able and inspiring teacher, he was popular with students and alumni. As treasurer of the state board of control from its organization in 1909 to January 1, 1911, the last three months without salary, he was largely responsible for putting it on a sound basis. For years he had been favorably mentioned as a candidate of his party for governor. He was an impressive speaker before church, educational, and other gatherings, but he was primarily an educator with thirty years of successful experience: from 1881 to 1886 as superintendent of the Morgantown public schools, from 1886 to 1896 as principal of Marshall College, and from 1896 to 1909 as professor of physics in the University. He was a favorite with both the old and the new educators; he had many personal friends in various walks of life; he had valuable business training as secretary-treasurer of the Morgantown Savings and Loan Society and as the first president of The Bank of Morgantown; and he was generally regarded as "safe and sane" in matters of economy. In company with Governor Wm. E. Glasscock, State Superintendent Shawkey, and others, he had visited institutions of higher learning in the Middle West. As a result, it was said that West Virginians were getting "a bigger view of things educational".

Senator S. B. Elkins thought the university presidency proper spoils for the Republicans, but his personal friend and campaign manager, Ex-Governor A. B. White, declined it. Under the circumstances the Senator was not insistent and his friend and protégé, Governor W. E. Glasscock, who was also a personal friend and business associate of Professor Hodges, thought the Republicans could not "safely ignore . . . the sentiment in the State" in favor of his "selection as President of the University". Moreover, Governor Glasscock was opposed to anything "that would look like injecting politics into our educational institutions."¹²

Following the return of President-elect Hodges to the campus, he exercised increasing control over University affairs. Because of the interim requirement he did not however formally take over until October 1, 1911. He was inaugurated on November 3, following, in an exercise which occupied three days and was currently described as "the greatest

event . . . in the history of the University." It was featured by an address from William Howard Taft, President of the United States; by the presence of practically all the state elective officers, with the governor and the state superintendent of free schools presiding over parts of the exercises; and by the presence of presidents of other universities and colleges, some of whom made addresses. Morgantown and the University were elaborately decorated for the occasion which was featured also by playing bands, by reminiscent oratory, and by scores of good wishes.

→ As expected, President Hodges made a number of changes in the internal policies and in the administrative agencies of the University. In keeping with his strong democratic principles and against the advice of confidants, policy determining powers were restored to the faculty composed of the president, the deans of the colleges, all persons of professorial rank, the dean of women, the commandant of cadets, the dean of the School of Medicine, and the librarian. Internal administration was vested in a small council consisting of the president, four college deans, and the dean of the School of Medicine.

With a view to effecting this arrangement Professor F. B. Trotter of the department of Latin was made dean of the College of Arts and Sciences and Professor C. Ross Jones dean of the College of Engineering and Mechanic Arts. T. C. Atkeson having resigned the deanship of the College of Agriculture in 1910, was succeeded on September 1, 1910 by E. Dwight Sanderson who, on January 1, 1912, was also made director of the Agricultural Experiment Station in place of J. H. Stewart, resigned. ← To meet the requirements of the Association of American Medical Colleges the department of medicine in the Arts and Sciences College was in 1912 converted into the School of Medicine deaned by J. N. Simpson who, since October 20, 1905, had been professor of anatomy and physiology and "head of the medical faculty in Morgantown". As C. E. Hogg retained the deanship of the College of Law, the Administrative Council, as of June, 1912, consisted of the president and five deans.

Among other things agricultural extension was stressed; in 1913 the Short Course in coal mining became a feature of the Summer School; in 1912 the semester was substituted for the three-quarter system of organization; the Summer School was extended from six to nine weeks; the director of physical training was given full charge of athletics with authority over all intercollegiate schedules and to collect and administer gate receipts; and the "South Wing" of Woodburn Hall, commenced in 1909, was completed in 1911. Coincident with the completion of this addition the old curfew bell and the University Clock were moved from Martin Hall to the present belfry tower on Woodburn Hall.

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Among significant departmental changes were the resignations of C. H. Patterson (rhetoric) and W. J. Leonard (fine arts), Raymond appointees. In 1910 Dr. Waitman Barbe was made professor of English and director of the summer school, and the offices, assistant to the president and field agent, were discontinued. In 1911 Professor E. H. Vickers, from 1898 to 1911 a professor of economics in a Japanese university, succeeded Dr. P. B. Reynolds, retired. In 1913 the semi-autonomous department of elocution in the department of English was abolished and an independent department of public speaking was established. Further reflecting the attitude of the administration toward the Raymond regime, beginning with 1911-12, all the "academic pedigrees" of faculty members, except academic degrees, were, at the request of the faculty, omitted from the University catalogue.

In keeping with the plans and purposes of the regents the greatest change was however in the student morale. Whereas there had been "a good bit of drinking and licentiousness" in 1909, "there was little of either in 1912"; the moral and social life was then reported to be on a high plane; the students were enthusiastic; the Military Ball for February, 1912, was "a big social event"; and the Alda-Bispham concert was "the equal of Schumann-Heink" of the previous year. The freshman class of 1911-12 was 20% larger than any previous one; and it was confidently predicted that the enrollment would double in the course of a few years.

Among administrative measures contributing to these things was the change in the chapel hour from 8:15 A.M. daily to 10:00 A.M. Wednesday. Under the new arrangement the chapel hour became a convocation conducted largely by the students themselves. As such, it was temporarily popular. Although done at the order of the regents, the direction and control of student affairs by a faculty committee of seven members chairmanned by Professor Armstrong had a noticeable effect on student morale which was improved also by giving the students representation on a new athletic board composed otherwise of three faculty and two alumni members. Something of the new order was indicated by the fact that the president himself preached the baccalaureate sermon to his first graduating class.

The effectiveness of the Hodges administration was not sustained, however. Instead of launching a building and a campus improvement program, he adhered to the outmoded economy program that had contributed to the undoing of his predecessor. This policy was ill-suited to the new high school movement, to the resulting increased college enrollments, and to the incidental demand for expansion of educational activities. To accommodate those of the University only one building, a barn costing \$1,845.50, was erected in the Hodges administration; the \$60,000 appropriated for buildings in 1913 was not used; only a few of the build-

ings were provided with drinking fountains; despite the increased emphasis on physical training, the gymnasium was that in name only; the student newspaper complained from time to time about the rundown and unkept condition of the campus; as the result of a personal investigation the Governor found "the institution hampered for lack of proper facilities";¹³ but the President was willing to "worry along" in keeping with his economy program. Among other things, lights in University offices were saved at the expense of research, and requests for dictionaries, maps, and laboratory supplies were scrutinized in such a manner as to reduce such requests to a minimum. In other words, "the bigger view of things educational" did not become a reality.

Other factors entered the picture. This was notably true of the struggle between the new and the old educators. Generally, the former proposed to substitute for the standard high school curriculum practical courses as determined by community needs. They were also opposed to the long established practice of the University requiring high schools to submit accurate and complete data as a basis for their classification for accrediting purposes. At the same time the state normal schools were expanding their courses beyond their facilities and their graduates were experiencing difficulties when they presented their credits to the University for evaluation.

In 1912 an effort was made to adjust the resulting differences between the state normals and the University through an agreement, but the following year President Hodges complained to the board that the agreement had not been kept in good faith by the normal school authorities. As the situation grew worse rather than better and became complicated by the problem of high school credits, President Hodges, in one of his last official acts, recommended to the board that it constitute a special committee to make recommendations on the amount of University credit to be allowed for work done in the state normal schools. His liberality in the matter was indicated in the personnel of the proposed committee: two normal school presidents (Corbly and Woodley), two university professors (Trotter and Deahl), and State Superintendent Shawkey.

In what may have been a concerted effort on the part of the new educators to force President Hodges into their camp, they were meanwhile pressing the matter of high school credits and curriculums. President Hodges himself brought the matter to the attention of the board at a special meeting held in Charleston in December, 1913, where Superintendent Shawkey informed him that he did not agree with him "either in ideas concerning the real measure of University success or in the manner in which it is indicated." At the same time he expressed disappointment with the administration of University affairs and in such a

manner as noticeably to disturb the President who took refuge in the fact that the faculty determined the policies of the University.

During the ensuing months the points at issue were elaborated in a series of letters between J. F. Marsh, secretary of the state board of regents, and President Hodges, which resolved themselves to questions of University policies and of academic freedom. Quoting a prominent educator of the new school, Secretary Marsh indicated that President Hodges should abandon the Old Guard and himself determine the policies of the University. To this President Hodges interposed a positive "No". While disclaiming any intention to deny academic freedom to either the president or the faculty of the University, Superintendent Shawkey, in his report for the 1912-14 biennium, stated that the head of an institution "must be loyally supported until there is due cause to declare his administration a failure". Moreover, he reserved for the board "the right to inquire as to the advisability of new policies . . . in the light of . . . the most urgent needs of the state."

With President Hodges the situation thus resolved itself to a question of whether or not he would abandon his record of consistent maintenance of traditional academic standards and join the new educators. His political friends afforded an escape from this dilemma by nominating him for election as congressman-at-large from West Virginia. After almost a month's delay featured by personal conferences with leaders of his party and undisclosed apprehensions, on July 18, 1914 he accepted the nomination.

Minor factors, particularly athletics, may have contributed to this decision. An athletic enthusiast, President Hodges was however in favor of "clean athletics," and that too at a time when influential alumni were demanding that West Virginia Wesleyan College be beaten as a preliminary to establishing football rules and regulations at the University. President Hodges placed greater emphasis upon a physical training program than upon a winning football team.

With expressions of regret and appreciation the regents hastened to accept the resignation of President Hodges, effective September 1, 1914. At the same time (July 18, 1914) they named Dean F. B. Trotter of the College of Arts and Sciences acting president at a salary of \$3,600. His services were however to begin at once; those of President Hodges were terminated at once; and he was required to vacate the President's House. Indicative of the plans and purposes of the regents to give careful consideration to the selection of his successor, the acting president was advised to retain the deanship.

Dr. Hodges failed of election to Congress, and, after a brief interim devoted to private affairs, he was in July, 1915, appointed postmaster of Morgantown, in which capacity he served until his death, July 13, 1919.

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Born in Ohio, the acting president was reared and educated near Aurora, Preston County, West Virginia, where he attended a Peabody fund supported school. In 1890 he was graduated from Roanoke College, Virginia, with an A.B. degree, and he had a year (1891-92) in the Harvard Graduate School. From 1890 to 1903 he taught Latin in West Virginia Conference Seminary at Buckhannon and from 1904 to 1907 in West Virginia Wesleyan College. In 1907 he became head of the department of Latin in West Virginia University in succession to Professor R. W. Douthat, retired; in 1909 he succeeded Professor T. E. Hodges on the important committee on classification and grades; in 1911 he was made dean of the Arts and Sciences College; and in 1912 he succeeded Professor J. N. Deahl as chairman of the committee on classification and grades. In 1895 he had married Lillian List Steele who, by her helpful companionship and graciousness, contributed to the success of his educational career.

Acting President Trotter was not a profound scholar even in his chosen field, but he appreciated scholarship in all fields. In University affairs he worked in close cooperation with his brother, James Russell Trotter, who was state superintendent of free schools from 1897 to 1901, a University regent from 1901 to 1908, and a professor in the University College of Law from 1908 until his death, July 5, 1925. Their somewhat uncanny memories for family names and educational data contributed to their effectiveness in dealing with state legislators and with the public in general, and their habit of attending weddings, funerals, family reunions, and fairs was due to their innate interest in West Virginians and not to a proneness to demagoguery. Although economical, the acting president was not parsimonious. Instead, he weighed expenditures in terms of objectives and programs. "The Trotters" worked in close cooperation with J. S. Lakin, president of the state board of control.

As acting president, Dean Trotter kept well in the background of University activities. He was, in fact, scarcely mentioned in either the public or the student newspaper press, and his designation to be the representative of the University at the National Education Association and at the National Association of State Universities, both meeting in Oakland, California, in August, 1915, was not publicized. Instead of seeking publicity for himself, he lent his best efforts to planning attractive programs, notably those for commencement occasions, and in helping the regents find a "proper person" for the University presidency. With this in mind, he welcomed visitors to the campus, among them being Professors Robert McElroy of Princeton, J. H. Latané of Johns Hopkins, and Henry Johnson of Teachers College, Columbia University. He would thus doubtless have been surprised to learn that his friend and

protégé, the chairman of the regents, was, according to a letter written years later, himself being urged by the governor to accept the University presidency.

In his usual quiet manner the acting president, with the aid of his friend J. S. Lakin, gave first attention to needed buildings and acreage. For some time women's organizations had been calling attention to the need for dormitory facilities, but others, taking advantage of the situation and of the fact that something had to be done, were bent upon removal of the University to "a more desirable location." Residents of the Eastern Panhandle would have been satisfied however with the removal of the College of Agriculture or even a part of it to Keyser, Mineral County, which was proposed following the resignation of Dean Atkeson in 1910. As a result of this situation a resolution, sponsored by Charleston real estate interests, proposing the removal of the University to the Capital City, was proposed in the state senate in February, 1915, and seriously considered.¹⁴

To thwart these proposals the commissioners of Monongalia County, at the instance of Acting President Trotter, offered to raise \$75,000 for the purchase of the acreage needed for expansion of the College of Agriculture. Thus convinced that the people of that county were really interested in the University, the 1915 legislature appropriated \$100,000 for an agricultural building, and \$100,000 additional for a woman's hall. It also made available the \$60,000 appropriated for buildings in 1913 but not used and directed that it be used to enlarge the Engineering Building and to erect a building for the School of Medicine. Through these activities Acting President Trotter launched an expansion movement with a view to anchoring the University in Morgantown. When, following the destruction of the State Capitol by fire on January 3, 1921, the University made common cause with certain Charleston interests, there was little talk, even by the agriculturists, of the removal of either the University or the State Capitol.

As a result of his accomplishments in the initial stage of this development, the next visits of the regents to the East were to study dormitory systems and agricultural buildings. Almost needless to say, they were accompanied by Acting President Trotter. Moreover, the search for the "proper person" for the presidency had all but ceased. Accordingly the acting president was in June, 1916, made president at a salary of \$4,800, effective July 1, of that year. In announcing their choice Regent Shawkey indicated that they had corresponded with and interviewed from twenty to thirty persons and that they had selected "the best one available." In accepting the election President Trotter indicated that the search for the "ideal man" would continue and that his resignation would be available when he was found. "On these conditions and only on these", said he, "do I accept this honorable and onerous trust."

With only slight modifications President Trotter retained the organization as determined under President Hodges; the acreage owned by the University for the uses of the College of Agriculture and the Agricultural Experiment Station was increased at once from 95 to 685.85;¹⁵ a dormitory for women was completed in 1918 and named Woman's Hall; in 1916 the committee on social activities was enlarged so as to include student representation; at the instance of J. S. Lakin, chairman of the state board of control, and with approval of Governor Hatfield and Governor-elect Cornwell, H. A. Stansbury, Director of Athletics at West Virginia Wesleyan College, was made "Director of Publicity" at the University, effective January 1, 1917, with the understanding that he would in time have charge of intercollegiate athletics. In March, 1916, the three group system of studies adopted in 1901 was changed to the more specialized system of subject majors with the head of the department in which the major fell as the student class officer; with an additional appropriation of \$100,000 made in 1917 the "Agricultural Building" was completed in 1918 and named Oglebay Hall in honor of E. W. Oglebay, a member of the regency, who was being groomed for an endowment which did not materialize; and in aid of the war effort much was made of State Farmers' Week, that for January 7-11, 1918 being the largest held prior to that time.

A number of changes were made in the organization personnel, the most important being the appointment in 1916 of J. M. Callahan to be dean of the College of Arts and Sciences to succeed the president himself; of J. L. Coulter (1915) to be dean of the College of Agriculture in succession to E. Dwight Sanderson, resigned; and of H. C. Jones (1914) to be dean of the College of Law in succession to Charles E. Hogg, who had resigned in August, 1913, to enter private practice as the chief counsel of the United Mine Workers of America.

Incidentally, the University had experienced a windfall in a gift of 930 acres of land on Capon River in Hardy County near Wardensville. This was a memorial of Anton Reymann and his son Paul O. Reymann of Wheeling, executors of the estate of Lawrence A. Reymann, deceased. With the farm, which came into the possession of the state on March 1, 1917, was a herd of more than 100 head of pure bred Ayrshire cattle. The chief purpose of the gift was to continue the experimental work previously begun by the deceased.

When the farm was acquired it was the site of a fully equipped cheese factory, products from which later won a silver medal at the National Dairy Show in Columbus, Ohio, and received a score exceeded only by cheese from factories in Wisconsin. Experimental orchards were planted in the spring of 1918, and new buildings and improvements were provided by the 1919 legislature. The farm was operated by the Agricultural Experiment Station.

The growth of the University, together with the fact that it was after 1915 generally regarded as permanently located, led to plans and suggestions for the expansion of the plant site. Regent Shawkey favored the purchase of lands in present Evansdale and Suncrest, a mile or two north of the present site, and the construction of all new buildings there. Alleging that traditions were the greatest asset to an educational institution, Dr. I. C. White, who owned desirable acreage adjoining the University, favored the purchase of all the land between it and that purchased in 1916 on and near the Cheat River Road, otherwise known as the "Mile Ground". As he saw it, this extension would provide for "the continued orderly" growth of the University during the ensuing century and for the 5,000 enrollment which both he and Regent Shawkey expected in the course of that period.

Recalling that the most beautiful buildings in the world adorned the slopes and the summit of the Acropolis at Athens, Greece, and that the University of Pittsburgh had not hesitated to place its buildings on the slopes of a hill higher and steeper than the one between the present site of the University and the Mile Ground, Dr. White claimed that the intervening space was the area of natural and inevitable expansion. Others thought the board should plan for an enrollment of 10,000 and that expansion should be into the area of present Westover, by use of a bridge spanning the Monongahela.¹⁶

In the midst of these plans and dreams it was entirely fitting for the University to celebrate its fiftieth anniversary by a special program. In one of his first acts after he became president, Dr. Trotter named a committee to prepare such a program, but it was too good an opportunity for the political minded members of the regents to let pass for their purposes. Without consulting the faculty and with the tacit consent of the president, they accordingly ordered honorary doctorates conferred upon the six living ex-governors, upon the incumbent governor, upon E. W. Oglebay, J. W. Mason, J. F. Brown, I. C. White, and Mrs. Livia Simpson Pofenbarger, resident West Virginians, and upon D. E. Willard, G. B. Foster, N. D. Baker, M. S. Hughes, and J. W. Davis, all but Willard native West Virginians.

While not objecting to the honorees, the exercise was to many persons more of a desecration of the purposes of the University than a recognition of merit. Apparently oblivious of the fact that former President Raymond had outlawed such practices, many persons hoped forever, their resumption was described by State Superintendent Shawkey as "an epochal moment and an inspiring scene." To him "it was an evidence of the personal power which may be depended upon to steady the ship of state when it passes through the troubled seas of Bolshevism."¹⁷ Because of the war, the actual conferring of these degrees was not made until June, 1919, and that on Governor Cornwell until June, 1921.

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Following World War I President Trotter launched a million dollar building program designed to provide adequate quarters for the College of Law, for the department of chemistry, for a boys' dormitory, a gymnasium, a women's building, a new armory, and a larger and better commencement hall. This program was well received by alumni and others and was perhaps the determining factor in President Trotter's retention of the presidency at the most critical time in his tenure.

As Regent Shawkey was then finishing his third term as state superintendent of free schools and as he had declined to seek a reelection and was of proper age and acceptable caliber for the University presidency, his friends and admirers saw in him the "ideal man" whom the state board of education was supposed to be hunting. Members of the board were his personal friends, and he had friends and admirers among University alumni. But others, notably members of the University faculty, questioned his alleged proneness to politics and his academic standards.

Regardless of these factors, members of the board, in secret conference, seriously considered elevating Superintendent Shawkey to the University presidency. This course had in fact been agreed upon and was to have been consummated at a special meeting of the board held in Parkersburg in November, 1920. But for the determined objections of H. M. Gore and L. W. Burns of the regency, the election would perhaps have been made a matter of record at that time. But "Shawkey wasn't eager enough for the job to make a fight for it," and he continued temporarily to support President Trotter's building program.

As a consequence of this accord the total appropriation for the 1921-23 biennium was double that for any previous one and for the first time exceeded \$2,000,000. Among the several items were \$400,000 for a chemistry building, \$300,000 for a physical education building, and \$100,000 for undesignated buildings and land. With these funds the Law Building, commenced in 1921, was completed in 1923; plans were made for both a field house and a chemistry building, and additional acreage was purchased. The latter included the site of the present field house, purchased from Dr. I. C. White for \$50,000; the site of the Law Building, costing \$63,000; and the site of the School of Music, at \$4,000.

To some persons these achievements seemed to mark a fitting end for an administration that from the outset had been regarded as temporary. Moreover, as superintendent of Beaver Pond (Bluefield) district of Mercer County at a salary of \$6,000, former Regent Shawkey was still regarded by his friends as the "ideal man" for the presidency of the University. In his new position he had kept in touch with higher education, being a lecturer in George Peabody College, Nashville, in the summer of 1922, and he continued to take part in determining the personnel of the state board of education.

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About the same time President Trotter reminded the regents of his intention "eventually" to give up his "heavy burden," and Dame Rumor again had it that Superintendent Shawkey was slated as his successor. But President Trotter adroitly sidestepped the issue by announcing his intention not to resign until his building program had been completed and until the board felt that his withdrawal would not injure the University. At the same time the regents publicized a summary of President Trotter's accomplishments.

A half-interest gift in 1911 acres of Sewickly coal, located near Fairmont, Marion County, and estimated by the donor, Dr. I. C. White, to be worth about \$2,000,000, was timely in that it aided the building program. Because the Pittsburgh strata had been removed and the donor retained control of the approaches, the gift proved valueless, but it had meanwhile publicized the donor as a public benefactor and incidentally relieved him of a tax burden. By an appropriation made in 1919 the University had already purchased from Dr. White the site of the present Mineral Industries and the Library buildings for \$130,000 which he claimed was about half of its value and which others claimed was excessive.

Including the sums voted for the Agricultural Experiment Station and for extension work and reappropriated funds for a chemistry building and a physical education building, a total of \$2,654,000 was available for the 1923-25 biennium. As a result the Chemistry Building was completed in 1925, and construction of the Woman's Physical Education Building, later named Elizabeth Moore Hall, was authorized and completed in 1928. The program included also a cafeteria, completed in 1924, and open to students and others on November 20 of that year. With \$170,000 appropriated in 1927 a contract for the construction of the Field House was let on July 1, 1928, and completed in January, 1929, at a total cost of \$255,000 (see page 591).

Although President Trotter did not complete his program, he was generally spoken of as "The Builder." As such, he did much to transform the University from college to university status from the physical standpoint.

Much of President Trotter's success as an administrator was due to salary increases. In 1919 maximums of \$2,500 for professors, \$2,600 for heads of departments, and \$3,600 for deans were increased to \$2,900, \$3,100, and \$4,200, respectively. All were given a ten per cent bonus for 1919-20 and a twenty to thirty per cent increase, effective July 1, 1920, to meet increased living costs and to prevent the depletion of the teaching and the administrative staffs. Finally a salary schedule authorized from \$4,000 to \$5,000 for deans, from \$3,600 to \$4,200 for professors, from \$2,700 to \$3,300 for associate professors, from \$2,100 to \$2,700 for assistant professors, and from \$1,000 to \$2,100 for instructors.

It was understood, however, that the salary schedule did not preclude higher salaries for special needs, as in the College of Law where the dean received \$7,500 and one professor \$6,000. Later salaries of a few professors of long service and outstanding merit were advanced to \$4,500 with \$5,000 as a maximum. The president's salary had advanced meanwhile from \$4,800 in 1916 to \$5,000 in 1917, to \$5,200 in 1918, to \$7,000 in 1920, and to \$9,000 in 1925. During 1923 and 1924 it was, however, \$3,000 less than that of the head football coach.

The staff personnel had meantime increased from 65 in 1915 to 161 in 1927, and was becoming increasingly articulate. For instance, a faculty club, organized in February, 1921, in March, following, opened headquarters in which titles gave way to Mr., Miss and Mrs.; to further the ends of academic freedom, a branch of the American Association of University Professors was established in January, 1923; in November, 1921 the University was admitted to membership in the American Association of University Women; the West Virginia Academy of Science was reorganized in 1924 and at once began to hold annual meetings and to issue publications; the Faculty Recreation club, organized in 1923, was reorganized in 1926; and the XX club, organized in January, 1924 with Dr. P. I. Reed of the department of journalism as the first president, had a limited membership restricted to approximately equal numbers of faculty and non-faculty persons desirous of self-improvement through monthly meetings and discussions.

The election of M. P. Shawkey on June 28, 1923 to be president of Marshall College was an important event in West Virginia educational history. Prior thereto and doubtless with a view to himself becoming president of the University, he had aided its building program, but thereafter and almost at once he sponsored a separate program for the "normal school bloc" with particular reference to the southern part of the state. In justification of this policy he claimed that the University, because of its location and its conservative policy, could not adequately serve the educational needs of the entire state, and as indicated elsewhere, he set about to remedy the situation.¹⁸

To friends of the University, as well as to those interested in state finances and in the future of education in general, this was an alarming turn of events. Among other things it meant that state support for higher education would be allocated among a number of institutions as determined largely by their political influence, and that none of them could become first rate. On the ground that Marshall College was overcrowded and badly in need of funds President Shawkey persisted in his course which was sustained by the state board of education composed largely of his personal friends, but their actions produced a storm of protests from all quarters of the state. Generally, they questioned the legal right, as well as

the educational policy, of converting Marshall College into an arts and sciences institution.

In support of this position, *The New Dominion* (Morgantown) requested the governor to see to it that the state normal schools were restricted to their legal function, and the attorney general in a written opinion held that "the normals are limited to the training of teachers" and that the state board of education had no authority to authorize an additional program.

On the other hand, Superintendent Shawkey claimed that the arts and sciences work offered at Marshall College was not only needed but that it was offered in keeping with the spirit and purpose of the legislation pertaining to the institution since its beginnings as an academy. On this point attention was also called to the fact that the act of 1867 had established the State Normal School "at Marshall College." It was claimed therefore that the college had not lost its identity as indicated also by numerous subsequent appropriations for work done there other than teacher training. Moreover, it was claimed that all the recent acts had given the state board of regents and its successor, the state board of education, full and complete authority. As the questions thus raised were not determined by the court, and as the legislature failed to act, Marshall College continued to offer arts and sciences work and the branch normals tended to follow her example.

With the state thus divided into rival camps, with the appropriations for the 1925-27 biennium falling short of expectations, and with the state wracked by an "athletic squabble", the administration of the University took an unexpected turn in June, 1926, when President Trotter again offered to resign when the state board found "a suitable person" to take his place. Having made war upon the University during the three years immediately preceding, President Shawkey had effectively removed himself from the picture. Besides he had cast his lot permanently with Marshall College which under his direction was becoming increasingly popular with a large element of the southern part of the state.

Under the circumstances the board turned to Dean J. W. Withers of New York University, a native West Virginian, born at Ben Lomond, Mason County, September 23, 1868. In due course the negotiations were completed, and Dean Withers was offered the presidency at a salary of \$15,000. For undisclosed reasons he hesitated to accept at once, and a rumor spread to the effect that he was waiting in expectation that the salary offer would be increased to \$18,000.

At this juncture President Shawkey again stepped into the picture. In a private letter to State Superintendent Ford, dated October 27, 1926, he expressed doubts and misgivings about paying Dean Withers so large a salary. In the first place he believed that it would be impossible for him

or anyone else to earn such a salary under the existing conditions. In the second place, it would be unfair to a number of specified educators who had labored long and effectively to develop the state educational system. Or, as stated later in a follow-up letter, he felt that it would be "hard to be entirely reconciled to an unusually large salary in one particular instance."

Fearing that his position in this matter might not be brought to the attention of the entire board as intended, President Shawkey sent a copy of his original letter to each member. Thus the document became public. It was in fact given wide publicity in the newspaper press, and despite the intercession of Governor Gore, members of the state board of education, and prominent University alumni, the letter was regarded by some as the determining factor with Dean Withers in declining the offer.

Generally, the Shawkey letter was however regarded as a tempest in a teapot. While it doubtless widened the breach between the normal bloc and the University, the consequences of the athletic squabble, as they affected the latter, were far more important. Influenced by it, the University Alumni Association had already sternly rebuked the state board of education in formal resolutions and in like manner demanded that the University quit the State Athletic Conference. The resolutions requested also that the University be placed under a separate policy determining board.

In "A Brief Survey of State Educational Needs" and in "A Declaration of Policy" issued in 1927 the state board of education had emphasized the necessity for a statewide viewpoint in educational matters and defined the respective places of the University and the state normal schools in the state educational system toward which the board was then working. But it was too late. Because of its indulgence of President Shawkey with respect to Marshall College and State Superintendent Ford in his determination to force the University into membership in the State Athletic Conference, the legislature, under the influence of powerful alumni had lost confidence in the state board of education. In response to a general trend to "pluralism of state boards for higher education," it vested the educational policy determining function of the University in a separate board of governors, but it left the control of its finances and building programs in the hands of the board of control.

Thus the unified educational system, cherished by public free school officials since the early eighties of the previous century and experienced from 1919 to 1927, was abandoned, effective July 1, 1927. Because of his disapproval of this policy, Governor Gore refused to sign the board of governor's act and allowed it to become law without his signature. For some time its sponsors feared that he would appoint four members of the state board of education to the new board, thus sparing the former ap-

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parent repudiation and permitting it to go forward with its program as proposed. While refusing to recommend restoration of control to the state board of education, the Survey of Education (1927-28) condemned the Board of Governors as "an undesirable and a complicating factor in the educational system of the state" and recommended the use of one board for control, including finances and buildings, of all state supported educational institutions. The Survey attributed the act establishing a separate board for the University largely to the disagreement between "the State Superintendent and certain of the supporters of the University" and to "a desire on the part of those who were vitally interested in the University to secure for that institution the vigorous and undivided support of a number of leading citizens." Special attention was also called to the baneful influences of the increasing power of the board of control, not over finances alone but also over educational policies.

In keeping with the secret procedure which had characterized the activities of the governing boards since the centralization of authority in the state capital and since the multiplicity of the capitol centered controls, the board, through the press and otherwise but without consulting the University faculty, made known its intention to elect a successor to President Trotter. It was generally understood that a West Virginian was preferred. During the pleasure of the board President Trotter continued to head the University but as "President of the Faculty" so as to avoid being confused with the president of the board of governors, who took his position seriously.

In due course the several possibilities were reduced to one, Dean John Roscoe Turner of New York University, and on October 15, 1927, a committee of the board was appointed to confer with him. Thinking that it had found in Dean Turner the "proper" or even the "ideal man", for which the board had long sought, he was on December 3, 1927, elected "President of the Faculties" at a salary of \$15,000, effective July 1, 1928. This action was on motion of A. B. Koontz in a special meeting held in the dining room of the Kanawha Hotel in Charleston with all of the members, except Burt and Ramsey, present, but they each approved of the election of Dean Turner.

Under such conditions the alumni and the faculty were eager to know something of the new president. The fact that he was a native West Virginian who was alleged to have made good, was reassuring, but it did not satisfy the curiosity of those who knew him only through the newspapers. Was he a find, as alleged, of his cousin Stansbury, the director of athletics; or of his colleague Dean Withers; or of one or two influential lawyer alumni; or of the new educators as his secret visits to certain members of the faculty, notably Dean Deahl, seemed to indicate; or of aspiring residents of Morgantown, as they themselves claimed? To this

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day these questions have not been answered, but few persons are now interested in the answer.

Suffice it to say, Dean Turner had a number of sponsors and would-be sponsors, most of whom expected to have a part in determining his policies. Governor Gore and a few others were reported as opposed to the "enormous salary," but, unlike President Shawkey in 1926, they did nothing about it. Instead, the Governor visited the board at its April, 1928 meeting to express personally his confidence in its ability to conduct the affairs of the University properly and effectively.

The interim between President Turner's election and his assumption of authority was featured by "the faculty row" which tended further to complicate the educational situation throughout the entire state. This affair grew out of an order of the board, made in October, 1926, and repeated in July, 1927, establishing a college of education with Professor J. N. Deahl as the dean. The final order authorized the new college to grant an A. B. degree in Education and gave it "full control in the University of all professional teacher preparation and directive control in recommending to the state department of education for the certification of teachers, principals, supervisors, and superintendents." It also made the University Rural High School "one unit in the College of Education."

In one of the bitterest intrafaculty controversies in more than a quarter century Old Guard leaders objected to permitting the College of Education to award an A. B. degree, even with a labeling appendage. They carried their point in the faculty and petitioned the board to restrict the A. B. and the M. A. degrees to the Arts and Sciences College. With President Trotter maintaining a neutral position, for some time the board declined to act. On April 30, 1928, however, it reconsidered the matter in a special session, attended by Governor Gore and President-Elect Turner, and rescinded the order of July 2, 1927, with respect to the degrees. Under the new order the College of Education was required to label its degrees B. S. in Education, but it was permitted to award the M. A. degree without qualification.

In this controversy Dean Deahl was charged with indifference to wholesome traditions for trying to appropriate a degree which belonged to the Arts and Sciences College. In this his critics had the approval of the student newspaper which considered it stupid to award the A. B. degree to any graduating senior "who had done little work of the established A. B. type." To the Old Guard such an award was little short of sacrilege and they fought it with all the zeal that a loving parent would summon for the defense of his child. More than anything else perhaps the resulting bitterness was responsible for President Turner's decision

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to abolish the faculty as the policy determining agency of the University and to assign that function to the council of administration.

With the faculty row adjusted, interest shifted to the new president, but the retiring president was not forgotten. Generally, he was spoken of as "the Builder" and praised for his patience, tact, energy, and wisdom. Even while the board was looking for his successor, it kept his accomplishments before the public. Among them, as recorded in the board proceedings for March, 1927, and publicized at that time, were 15 buildings either constructed or reconditioned; 1800 acres of newly acquired land; a faculty enlarged from 65 members in 1915 to 171, with 70 earned doctorates; an increase in the biennial budget from \$447,000 for 1914-15 to \$2,597,500 for 1927-29; several new schools and departments; an increase in the number of graduates for the same years from 77 to 436. The non-resident enrollment of 587 included representatives from 29 states and five foreign countries.

Personal friends were pleased to learn that the retiring president would be retained as professor in the classics department at a salary of \$6,000, and the student newspaper corrected an editorial of *The Nation*, which erroneously attributed his resignation to his refusal to permit Kirby Page to speak on the University campus.

John Roscoe Turner, the new president, was born at Matville, Raleigh County, West Virginia, February 13, 1882. He enrolled in West Virginia Conference Seminary but after a brief period transferred to Ohio Northern University at Ada, where he received the B. S. degree in 1901 and the M. S. degree in 1903. From 1903 to 1908 he held teaching and administrative positions in secondary schools in the South. From 1908 to 1912 he was an instructor and lecturer in Cornell University; during 1912-13 he was a fellow in economics at Princeton; and from 1913 to 1923 he was a professor of economics in Cornell University and head of the department during the last three years of his service there. During 1923-24 he had been chief economist and chairman of the advisory board of the United States Tariff Commission, and since 1917 he had been dean of Washington Square College of New York University. He was a Phi Beta Kappa, a Republican, a Methodist, and the author of *Introduction to Economics* and of *Ricardian Rent in American Economics*. At the time of his election, he was officially described as "a high power executive." As such, he was "the subject of a thousand informal discussions and a thousand opinions."

Through incognito visits to members of the faculty, notably Dean Deahl, and through contacts with members of the board of governors, Dean Turner kept in close touch with the University during the months immediately following his election to the presidency. Among other things commanding his attention in this way was "the athletic situation." In

1926 the board of governors had approved the action of the board of control turning over to the stadium corporation complete control of the Stadium and all receipts from and for athletic activities for a period of five years, on condition that the net returns would be used to liquidate the stadium debt. In the confident belief that Director Stansbury would be able to accomplish this, he was given complete control, and in February, 1928, his salary was increased from \$7,000 to \$8,000.

Brushing President Trotter into the background of his unfinished administration, in March, 1928 the president-elect, in cooperation with the board of governors and the director of intercollegiate athletics and publicity, worked out a physical education program designed to provide for the needs of the entire student body and to meet criticisms of the intercollegiate athletic program. As a women's building, later named Elizabeth Moore Hall, was nearing completion and a men's field house was in the planning stage, the enlarged physical education program seemed necessary. Inasmuch as Director Stansbury had financed the building of Mountaineer Field, the financing of the proposed fieldhouse was left largely to him. As will be indicated later (see page 591), it was accomplished in the irregular manner characteristic of this period.

As an economist of distinction, President Turner should not perhaps have approved such practices, but he was somewhat helpless in dealing with arrangements antedating his election and designed to relieve the state board of control of responsibility for multitudinous details. Moreover, Director Stansbury was generally regarded as competent to carry through under normal conditions. But, the report of the Survey of Education, prepared under direction of State Superintendent Ford, a severe critic of Director Stansbury, described the arrangements as "most extraordinary" and as a ruse on the part of the state board of control to avoid the payment of public funds on account of the stadium debt.

Other interim changes were determined by the president-elect. For instance, Dr. F. D. Fromme was, on April 30, 1928, elected dean of the College of Agriculture in succession to Dr. H. G. Knight, who had resigned effective November 1, 1927. On June 4, following L. L. Friend, a new educator protégé, was made director of admissions at a salary of \$4,500, thus reducing Professor A. J. Hare, with a like salary, to the sole function of registrar. At the same time, Dr. Carl P. Schott, at a salary of \$5,500, was made director of the newly established division of physical education and directed to prepare a physical education program.

The Turner administration was thus launched before it began officially. With the University expelled from the North Central Association, with the state divided because of a university faculty row, a statewide athletic squabble, the implacable normal bloc and University controversy, and a tendency to evasion on the part of the board of control in

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dealing with intercollegiate athletics, the situation was, however, far from auspicious.

The new administration was launched by plans on the part of the governors for training in aeronautics and for regular university radio broadcasts. In aid of the latter, D. A. Burt, of the board of governors, considered the possibility of broadcasting through remote telegraphic control. At the same time the salaries of some of those scheduled for demotion were increased, and it was announced that in the reorganization then being worked out "a dean will be dean," responsible only to the president and the administrative council. To the great delight of the new educators, the committee on classification and grades was abolished and its duties were vested in similar committees, one for each college.

While the new president was learning the University and the state and educating both with respect to his plans for building the former into the life of the latter, the campus details were taken over by C. T. "Ted" Neff, secretary to the board of governors. Although Secretary Neff had been on the campus only one year, it was a rich one in experiences and contacts, and members of his force were even more experienced. At the president's request, they moved into his office and carried on from July 1, 1928 to March 15, 1929, when he, having "become thoroughly familiar with the problems and the personnel of the institution," took over in person. Although the Secretary described himself as a sort of entrepreneur, he was to all intents and purposes an assistant to the president. He used his opportunities to make the secretary's office a depository of information including university and student publications, publications of faculty members, maps, pictures, and campus plans.

With this aid the President made progress with his program. Emphasizing the need for a graduate school, he addressed the students in convocation, the State Education Association, and the State Newspaper Council. The "speed and efficacy" with which he gained "the confidence and the pledged support of the state's populace" were subjects of current discussion. Thus he approached his formal inaugural, November 28, 1928, heralded as a man of national prominence, "an educator, an author, a builder, a business man, and in brief a man especially endowed . . . for the position." "In recognition of [his] meritorious and distinguished service as scholar, teacher, economist and administrator of vision," the board of governors honored President Turner with an LL.D. degree.

The inauguration was witnessed by about 5,500 persons and featured by an academic procession which included the governor of the state and 150 representatives of colleges and universities, by the conferring of an honorary degree on the President, and by his inaugural address. Following pleasantries on the native origin of the speaker and the multitudinous advice he was receiving on "the right way to run the University," the ad-

dress called attention to the retarded condition of West Virginia, then on the eve of being redeemed through a physical unity which was converting "the University of Morgantown" into a genuine state university which, however, needed to be built into the life of the state. Provided no additional state supported colleges were established, the speaker thought this could be done through the proper coordination of the existing educational institutions.

Although the other educational institutions, public, private, and denominational, were to be maintained, the Arts and Sciences College of the University was to be the center of the reorganization which was to include a graduate school and a four year medical college. Emphasis was however upon the "urgent need" for a graduate school as a means to developing the state's natural resources, and upon a library as "an indispensable preparation for the graduate program." With its 28.9 volumes per student or less than one-fourth that of some small college libraries, the library was described as "the bottleneck" of the University. By the use of a progressive budget and the endowment promised by the Alumni Association, the president felt that these things could and would be accomplished.

The promised reorganization followed in due course. To aid it, casually offered resignations were accepted in like manner but with a finality which indicated that they were welcomed. Professor A. J. "Jack" Hare, the registrar since 1899, was forced to retire on account of ill health, brought about, many thought, by long hours and the use of antiquated methods. He was succeeded by L. L. Friend, the director of admissions, who was given adequate stenographic assistance, thus eliminating the "hunt-and-punch method" used prior to 1929. He was also provided with facilities for making blueprints and photostatic copies of student records. Dean Callahan of the College of Arts and Sciences gave up both his deanship and the head of the department of history and political science to devote his entire time at a salary of \$6,000 to historical research. In keeping with plans to bring the health service into closer coordination with the new physical education program Dr. C. R. Kessel resigned as head of the former which he had directed since 1923. In announcing the appointment of Dr. J. W. Draper as head of the department of English to succeed Dr. R. A. Armstrong, the new dean of the College of Arts and Sciences, Dr. W. P. Shortridge, indicated that the University was fortunate in securing the services of a person "who has achieved distinction as a literary figure both at home and abroad."

President Turner was praised by the new educators and by those who approved his course in establishing a stenographic bureau available to the entire University, except the College of Agriculture which had its own bureau. The plan to bring the University closer to the students

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through such devices as freshman week, first used in 1929, and through making the class officer a student adviser, was approved generally, as was also the designation of certain "fact finding" agencies to obtain data to be used as a basis for all executive reports and recommendations.

Thus the "old regime" of the "Od Guard" was admittedly passing, but to scores of alumni and others the University was still the institution of "Jack" Hare, "Bob" Armstrong, Enoch Vickers, and Dean Callahan. But for the crimp which the 1929 legislature put in the reorganization program by its failure to appropriate the \$125,000 requested for the graduate school, the changes would undoubtedly have been even more sweeping. As a preliminary to the graduate school, the legislature had however appropriated funds for a new library, thus placing in discard "the favorite trysting place for a generation of students."

4. ORGANIZATION AND PERSONNEL

At the beginning of this period the University organization embraced the College of Arts and Sciences composed of the following departments: botany and bacteriology, chemistry, commerce, economics and sociology, education, English, fine arts, geology and mineralogy, Germanic languages and literature, Greek language and literature, history and political science, Latin language and literature, mathematics, music, philosophy, physical training, physics, romance languages and literatures, and zoology; the College of Agriculture with courses in agronomy, animal husbandry, agricultural chemistry, dairying, entomology, farm management, forestry, horticulture, veterinary science, home economics, and cooperative extension; the College of Engineering and Mechanic Arts offering curriculums leading to the B. S. degree in civil engineering, mechanical engineering, and engineering of mines, and the M. S. degree in civil engineering, mechanical engineering, electrical engineering, and engineering of mines; the College of Law offering three years work leading to the LL.B. degree and an additional year leading to the M.S. degree; and the College of Medicine which, through an arrangement with the College of Physicians and Surgeons (Baltimore), was offering the first two years of the course leading to the M. D. degree which was awarded annually by the University from 1906 to 1912, inclusive.

There were also seven schools, viz: Agriculture and Domestic Science consisting of two quarters of twelve weeks each, organized in 1909 for the purpose of giving young men and young women a practical education and of preparing them for entrance to the University; Fine Arts with courses in drawing, painting, and the history of art; Music offering courses in voice, piano, violin, pipe organ, wood and brass instruments, chorus singing, the theory of music, and the history of music; Summer which crossed college and school lines in its offerings and emphasized

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courses in education; the Preparatory which was in process of abolition; Mines, of the department of mines, established in 1913; and Good Roads, organized in 1913, in compliance with a legislative act of that year, which required all county road engineers to receive at least ten days instruction annually in road building. Both the Mines and the Good Roads schools were sponsored by the College of Engineering, and details regarding the former will be presented in connection with it. During most of this period each of these schools, except the Preparatory, had no entrance requirements and was maintained in part as a means of sidestepping them. With funds derived wholly from the federal government, the Agricultural Experiment Station functioned as an independent unit under direction of J. H. Stewart. Effective January 1, 1912, the independent directorship of the Station was abolished, and the dean of the College was made director.

In the College of Arts and Sciences under the deanship of F. B. Trotter (1911-16), J. M. Callahan (1916-29), and of W. P. Shortridge, only four new departments: public speaking (1911), library science (1911), journalism (1922), and public health (1927), were established in this period. The respective heads of the new departments were C. Edmund Neil who was succeeded in 1919 by W. J. Kay; Dr. L. D. Arnett; and Dr. P. I. Reed. The department of public health had no head. Designed to prepare men to take charge of municipal health laboratories, to be executive secretaries of health units, and to act as sanitary health officers, it was composed of courses drawn from several departments and offered in cooperation with the state department of health. The School of Fine Arts, discontinued in 1910, was not reestablished, but, beginning in 1927, a course in the history of art was offered by a teacher in the department of history and political science.

Heads of departments in this period were: Botany and bacteriology, J. L. Shelton to 1919, H. H. York to 1923, and P. D. Strausbaugh; chemistry, F. E. Clark who in 1918 succeeded Alex. R. Whitehill; economics and sociology, E. H. Vickers, who in 1911 succeeded P. B. Reynolds; English, R. A. Armstrong who was succeeded in 1929 by J. W. Draper; history and political science, J. M. Callahan, who with the division of the department in 1929, was succeeded by C. H. Ambler for history and by W. P. Shortridge for political science; romance languages and literatures, Madison Stathers, who at the outset had only one assistant, "Mr. A. L. Darby," but at the end of the period had nine additional assistants, including Professor C. C. Spiker and assistant Professor Charles Mitrani, and "Mr." Darby who was in 1920 raised to the rank of professor.

Until his death, September 18, 1926, the department of geology and mineralogy was headed by S. B. Brown who was succeeded that year by

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S. L. Galpin who the following year added a division of geography. To 1923 the department of Germanic languages and literature was headed by F. W. Truscott who was succeeded by W. C. Michel as acting head, and in 1924 by A. W. Porterfield. The department of Greek was directed by H. S. Green until 1911, when he was removed for alleged political activities and succeeded by C. E. Bishop until 1928, when the department was combined with the Latin department which had been headed by F. B. Trotter to 1916, by C. B. Cannaday from 1916 to 1926, by Professor A. P. Wagner from 1926 to 1928, to form the classics department headed by Professor Wagner. He was assisted by Professor, former President, F. B. Trotter, Assistant Professor C. G. Brouzas, and Melvin Bengston. Throughout the period J. A. Eiesland, was head of the department of mathematics. Until his death on October 22, 1922 the department of physics was headed by C. W. Waggoner who was succeeded in 1923 by F. A. Molby as acting head and in 1924 by R. C. Colwell as head. Following the resignation of President Purinton the chair of philosophy was vacant with J. N. Deahl and assistants in the department of education offering the work until 1915, when F. L. Strickland was elected to the vacancy. He resigned in 1919, and the departments of philosophy and psychology were combined into one under C. McK. Cantrall. Meanwhile courses in psychology had been offered in the School of Medicine. The combination arrangement for philosophy and psychology was continued through this period, but beginning in 1923, the department was headed by H. E. Cunningham. During the entire period A. M. Reese was head of the zoology department.

Among other persons who contributed to progress in the Arts and Sciences College in this period were Professor O. P. Chitwood (1907), an authority on United States colonial history; Professor J. H. Cox (1902), since 1904 professor of English philology and an authority on local folklore; Dr. C. P. Higby who, during a five year tenure (1918-1923) as a teacher of European history, rose from the rank of instructor to that of associate professor; Dr. J. E. Hodgson who from 1912 until his death on April 12, 1924 was a stimulating teacher of mathematics; Dr. Samuel Morris (1916), from 1921 professor of chemistry.

Most of the expansions in this period were made from the Arts and Sciences College. For instance, in 1912 the department of medical science, formerly the College of Medicine, became the School of Medicine; in 1927 the department of education became the College of Education; in 1928 the department of physical education became the Division of Physical Education; in 1911 the department of military science and tactics became the division of military science and tactics; a number of courses were transferred to new colleges and schools; and there were current

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suggestions for establishing separate colleges of journalism, of commerce, and of welfare.

Beginning in the first semester of 1916-17 and continuing through 1923-24 extension courses were offered by the Arts and Sciences College at a number of centers including Bluefield, Cameron, Charleston, Elkhorn, Elm Grove, Gary, Huntington, Iaeger, Matoaka, Moundsville, Northfork, Parkersburg, Point Pleasant, Sistersville, Warwood, Wellsburg, Welch, and Wheeling. This work was offered under the direct supervision of the president, and each instructor was personally responsible for his records and accounts. In some cases the total fees collected covered all or most of the salary of the instructor. The Bluefield Branch of the 1923 Summer School was an extension project. Factors in the discontinuance of this work after 1923 were the offerings of other institutions, including private and denominational; the changed policy of the University placing increasing emphasis upon regular college work, including graduate study; and the travel difficulties, improved roads being as yet a luxury.

Under the deanship of T. C. Atkeson to July 1, 1910; E. Dwight Sanderson, September 1, 1910—January 31, 1915; Dr. J. L. Coulter, February 1, 1915—June 30, 1921, with W. H. Alderman acting from December 15, 1918 to June 30, 1919; Dr. N. J. Giddings, acting, July 1, 1921—June 30, 1922; Dr. G. R. Lyman, July 1, 1922 until his death on June 7, 1926; Dr. H. G. Knight, July 1, 1926—November 1, 1927; and Dr. F. D. Fromme beginning February 1, 1928; the College of Agriculture made progress. This was largely a result of the changes effected in the 1910-12 biennium, by which "the division was entirely revolutionized." Among other things, the state board of agriculture was abolished then and most of its functions were turned over to a newly created state commissioner of agriculture who beginning March 4, 1913, became one of the regularly elected state officers and a member of the board of public works. At the same time the agricultural extension work of the University was organized as a division in the College of Agriculture. With a view to better harmony and cooperation, the Agricultural Experiment Station, effective January 1, 1912, and the Extension Division were placed under the direction and control of the dean of the College of Agriculture.

The change in organization led to curricular changes in the College. The one-year certificate course was dropped at once, and, beginning in 1914, the winter-term short course was discontinued. Instead, a four-year school of agriculture and domestic science, functioning during fall and winter quarters and leading to a diploma, was organized in 1910 to provide a practical training for persons who desired to prepare "for more successful and useful life on the farm and in the home". Upon

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completion of the course a diploma holder was eligible for admission to the freshman year of the College without condition. Beginning January 7-17, 1911, the farmers' course was offered for persons over 21 years of age. In 1913 the age limit for matriculates in this course was reduced to sixteen and the time to five days. Beginning in 1914 it became Farmer's Week and a permanent feature.

The reorganization effected by Dean Sanderson was adhered to generally to 1921 when Dr. Giddings became acting dean of the College. Dr. H. G. Knight was then made director of the Station, but when he became dean of the College in 1926, the joint control was resumed. Thus, except the 1921-26 interim, the College functioned under three separate and somewhat distinct divisions, viz: the College, offering courses leading to the B.S. degree in Agriculture, and, beginning in 1922, the B.S. degree in home economics; the Station, conducting research in agriculture and after 1924 in home economics and, through staff details, aiding each of the other divisions; and Extension offering instruction and conducting demonstration work in a number of fields. Beginning in 1913 courses leading to the M.S.Agr. degree were offered, but a satisfactory curriculum had not been developed at the end of this period. Beginning in 1915, *The West Virginia Agriculturist* was an outlet for researches of progressive farmers, of students, and of staff members of the three divisions.

The chief purpose of the College was to train teachers of agriculture and home economics, county agents, and other persons in a variety of techniques. For more effective results, made possible by the reorganization begun in 1910-12 and continued under the Smith-Lever act of May 8, 1914, the department of home economics was that year transferred to the College of Agriculture, but students in the Arts and Sciences College might elect home economics as a major. Thereafter students in the College of Agriculture were required to have fifteen entrance units and to satisfy uniform requirements in such subjects as English, botany, and chemistry, after which they were permitted to specialize in business and marketing, teaching, agricultural journalism, farm economics, horticulture, and dairy husbandry. Practical use was made of nearby farms and of judging livestock, dairy products, poultry, fruit, and grain.

Following the reorganization in 1910-12 the college enrollment grew rapidly and the quality of students improved. Thus the School of Agriculture, created in 1910, was discontinued in 1914. From 1911-12 to 1920-21 the total enrollment grew from 36 to 347, of whom 136 were in the home economics division. Including 142 in that division, the total enrollment at the end of the period was, however, only 290 which included 26 graduate students. The college staff personnel had in-

creased meanwhile from five in 1910 to more than 50, but a number of them were also members of one or both of the other staffs.

Aided by the Smith-Lever Act agricultural extension made rapid progress. This act was to agricultural extension what the Morrill Act was to instruction and the Hatch and the Adams Acts were to research. At the time of the passage of the Smith-Lever Act there were only three full-time workers and a part-time stenographer employed in agricultural extension, but soon thereafter the number rose to 34 full-time and 26 part-time employees. Because the act under which they functioned provided for a gradual increase in funds, the number of employees increased throughout this period. Most of them were county and home demonstration agents, but a number of specialists were available, even to remote parts of the state. Then, too, there were special campaigns and drives, community scorings, county camps, agricultural clubs, county and state fairs, educational trains and tours, and demonstrations in packing and preserving fruit, eggs, and butter. To meet the growing demands the legislature in 1921 established a 4-H camp at Jackson's Mill, Lewis County, on a five acre tract donated by the Monongahela Traction Company, which through gifts and purchases was expanded to 89 acres by 1927.

The agricultural extension service attempted not only to help farmers and housewives to solve their immediate problems but also to educate them to carry on in their own right. It attempted also to break down a peculiar individualism based on ignorance and suspicion by injecting into whole communities a spirit of cooperation. This was the special objective of the 4-H clubs which in 1926 were contacting upwards of 250 communities. Beginning in 1921 the Extension Division functioned in close cooperation with the West Virginia Federation of Farm Bureaus, otherwise known as the "Farm Bureau". *The West Virginia Farm News*, a monthly publication, the initial number of which appeared on March 15, 1922, facilitated their common efforts. By the end of the period *The Farm News*, under the editorship and management of Leland Booth, had a circulation of several thousand.

As a result of the reorganization effected in 1910-12 C. R. Titlow, formerly of the Extension Division of Ohio State University, was made director of agricultural extension in succession to Superintendent Working. With the help of C. H. Hartley (1914), assistant director; of M. J. Abbey (1913), formerly of the University of Utah, as professor of agricultural education; of Nat T. Frame (1914), as state agent in charge of county agents and farm demonstration cooperating with the U. S. Department of Agriculture; of W. H. Kendrick (1912), in charge of boys' clubs (corn, potato, pig, poultry, and lamb); of W. H. Alderman (1914), professor of horticulture; of Nell M. Barnett, instructor in

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home economics; and of Sadie R. Guseman in charge of girls' clubs, the way was paved for a still greater advance under the Smith-Lever Act of May, 1914. Already more than one-fourth of the counties had farm agents. Something of the results were reflected in the farmer's course (1911) and its successor, Farmer's Week, enrollments of which increased from 109 for the 1912-14 biennium to 1070 for the 1914-16 biennium.

When, on April 1, 1919, following the resignation of C. R. Titlow, Nat T. Frame became director of agricultural extension, the total annual expenditure for that work was \$234,004.31, of which \$21,461.53 was state appropriation, \$42,251.04 state appropriation to match Smith-Lever funds, \$52,251.04 Smith-Lever funds, \$19,159.20 county and local matching funds, and \$98,881.50 U. S. Department of Agriculture funds. As stated by the director two years later "the problem is . . . how to bring the standard of living in all the thousands of country communities . . . up to the standards of Helvitia, French Creek, West Liberty, Berlin, Franklin and the other high scoring communities." For this purpose use was made of the several devices enumerated above, of community scoring cards, and of the Inwood grading and packing plant in Berkeley County in the heart of the "Apple Pie Ridge" territory. The apple grading and packing plant began to function in 1920 through funds made available by the 1919 legislature.

Among the notable achievements in agricultural extension work at the end of this period were the work of the 4-H agricultural clubs, the county life conferences, and the standardized scorings which had effected favorably upwards of 250 rural communities. There was then an agent in practically every county, there were two assistant directors, one state agent, four district agents, and about twenty others including potato, poultry, sheep, dairy, animal husbandry, and forestry specialists. Most of the agents worked in cooperation with the U. S. Department of Agriculture and the directors were meeting twice annually with those of other states for the solution of common problems. These activities had the unqualified support of the new educators, but to many of the old educators it was a case of the sideshow monopolizing the circus.

Following establishment of the Extension Division with its own director, the Station had more time for research. In other words, it tended to return to the field which Director Myers, the founder, had mapped out for it prior to the efforts of Dean Atkeson and Director Stewart to make agriculture practical. For some time prior to 1924 the total expenditures of the Station were about \$30,000 annually, derived in about equal sums from the Hatch Act of 1887 and the Adams Act of 1906, but with approval of the Purnell Act of 1924, \$20,000 additional became available at once and was increased annually at the rate of \$10,-

000 for four years. For the first time this permitted the use of federal funds for research in home economics, agricultural economics, and rural sociology, which was accelerated further in 1925 by state appropriations aggregating \$96,500. The outstanding result of this support was a noticeable increase in the number and the quality of scientific publications, and in the number of technical and scientific articles published by the Station.

In 1929 the Station staff numbered upwards of 50 persons, 30 of whom were also members of the instructional staff of the College, and two of whom did work in extension. Among those who made notable contributions were W. E. Rumsey, state entomologist; Dr. N. J. Giddings (1911), plant pathologist; Dr. L. M. Peairs (1911), entomologist; Dr. E. A. Livesay (1919), animal husbandry; Dr. A. J. Dadisman (1914), farm economist; Dr. H. O. Henderson (1920), dairy Husbandry; H. L. Crane (1914), associate horticulturist; Dr. R. B. Dustman (1924), associate agricultural chemist; W. W. Armentrout (1924), assistant professor of farm economics; C. E. Weakley, Jr. (1907), assistant chemist; Anthony Berg (1913), associate plant pathologist; Dr. L. H. Leonian (1922), plant pathology; C. V. Wilson (1919), animal husbandry; J. H. Longwell (1921), animal husbandry; Dr. E. P. Deatrick (1921), agronomy; Dr. H. E. Knowlton (1919), horticulture; L. F. Sutton (1912), superintendent of the Reymann Memorial farms; and T. C. McIlvaine (1918), agronomist in charge of the Lakin Sub-Station at Lakin.

The Reymann farms had meanwhile become a problem. As indicated elsewhere the output had been converted into cheese, a product which kept well and could be shipped long distances. But the price of cheese broke following World War I, and the farms were for some time operated at a loss. With the extension of the Winchester Western Railroad to Wardensville in 1920 the farm management concentrated upon the production of cream which found a profitable market in Washington, D. C. Incidentally, the skimmed milk was used to feed a herd of hogs which became a profitable by-product. From the outset in 1917 the farms were operated by the Agricultural Experiment Station which since 1924 was interested primarily in breeding tests affecting the quality and the quantity of milk production. By substantial gifts of livestock the Reymann family of Wheeling contributed to the success of these experiments.

The greatest failure of the College of Agriculture was its neglect of scientific forestry. Although the department of forestry established by Professor A. W. Nolan in 1908 led at once to the organization of the West Virginia Forestry Association which in turn was largely responsible for an act of the legislature authorizing the state forest fire warden and a state forester, interest lagged in the face of the Weeks Act of 1911. With the resignation of Professor Nolan in 1911, the de-

partment was therefore discontinued and not reorganized in this period. The native forests were meanwhile being depleted.

From 1909 to 1911 the College of Engineering functioned through the following departments and heads: mechanical and electrical engineering and mechanic arts, Professor C. Ross Jones, assisted by professors Church and Dickinson and Messrs. Grumbein, Cather, and West; civil engineering, Professor Will H. Boughton, assisted by Professor R. L. Morris; mechanics and applied mathematics, Professor F. L. Emory; and mining engineering, Professor R. B. Brinsmade who in 1909 succeeded Professor H. M. Payne.

In 1912 the several more or less autonomous departments were placed in charge of a dean in the person of C. Ross Jones, professor of mechanical engineering since 1901 and a member of the staff since 1895, but each of the departments retained a degree of autonomy. Professor Boughton having resigned, the department of civil engineering was abolished, and R. L. Morris was made professor of railway and highway engineering, and R. P. Davis became associate professor of structural and hydraulic engineering. Associate Professor Church, having been promoted to a professorship in 1909 and placed in charge of the work in machine design and construction, was retained in that capacity, and in 1911 E. N. Zern succeeded Brinsmade as professor of mining engineering.¹⁹ Associate Professor Dickinson was raised to the rank of professor and continued to offer the work in electrical engineering. In the course of the ensuing years the curriculum was broadened by optional courses in sanitary engineering (1912), the Mines and Good Road schools (1913), mining extension (1913), geological engineering (oil and gas, 1915), chemical engineering (1915), industrial education and industrial extension (1918), and an engineering experiment station established on June 24, 1921, by order of the state board of education.

Professor Zern was largely responsible for the introduction of mining extension instruction for the Short Course in mining first offered in the 1913 Summer School. He wrote a series of bulletins on various phases of mining engineering and thus paved the way also for the Engineering Experiment Station. He resigned in 1917 and was succeeded at once by Professor A. C. Callen, who had graduated in 1909 from Lehigh University and had practical experience in mining. As indicated by the fact that he later became president of Kiwanis International, Professor Callen was an aggressive and ambitious leader who made the most of favorable situations. Following World War I he expanded the work in mining education both on and off the campus. With aid from the federal government under the Smith-Hughes Act the summer Short Course made a specialty of training teachers for mining extension courses, and in cooperation with the U. S. Bureau of Mines, extension courses emphasized first aid, mine rescue work, ventilation, and explosives. This work was

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organized by districts with a resident instructor in charge of each. By 1922-23 there were about 2,000 persons of varying ages and capacities enrolled in mining extension classes, and the newspaper press described the course of instruction as "the best offered in the entire country."

The mining extension work was well received generally, and in 1921 a movement was launched for the establishment of a school of mines and the construction of a building to house it. This movement had the active support of R. M. Lambie, director of the state bureau of mines, and of others interested in mining, and the 1923 legislature authorized the proposed school and constituted an interim committee of five chairmanned by Senator A. L. Helmick, to determine the location of the school and whether or not it would have independent status. After consideration of the respective claims of Morgantown, Athens, Huntington, Charleston, Beckley, Mount Hope, Montgomery, and Welch, the interim committee recommended that the School of Mines be located in Morgantown and that it be accommodated in the mining engineering department of the College of Engineering "until such time as a building can be erected." At the same time an item of \$500,000 recommended by Dean Jones of the College of Engineering was brushed aside without objections from him, and in keeping with his wishes the School of Mines was established in 1926 as a unit of the Engineering College.

Professor Callen having resigned, effective September 1, 1924, to become a professor in the School of Mines of the University of Illinois, he was succeeded at once by C. E. Lawall, a Lehigh graduate (1914), who came to the University in 1921 as an assistant professor in mining engineering. With the aid of Adam Crawford who had succeeded C. K. Brown in 1923 as assistant director of mining extension, Professor Lawall expanded the work in that field, but the "Mining Building" and the expected independent status for the School of Mines did not materialize.

Dean Jones continued to recommend the erection of the desired building, but the force of his recommendation was nullified perceptibly by his insistence that the housing needs of the School of Mines should not be divorced from those of the Engineering College. Thus stalled, the program of the former ran foul of the delays incident to a change in the administration and in the control of the University and soon thereafter of the Depression. As usual under such conditions, the dean had to bear the brunt of the resulting criticism, and because of his inability to remedy the situation, he was described as ultra conservative.

Enlargement of the physical plant in 1916 had made possible additional changes in the College of Engineering. As of 1929 the departments, together with their heads, were: Drawing, machine design and construction, Professor L. D. Hayes (1918) who had succeeded Professor E. F. Church; electrical engineering, Professor Alex. H. Forman (1916) who succeeded Professor Dickinson following his death, November 4, 1915,

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and was ably assisted by A. A. Hall from 1916 to 1917 as assistant professor, from 1917 to 1922 as associate professor, and thereafter as professor; mechanics, Professor G. P. Boomsliter (1920) who had succeeded Professor Emory who died December 31, 1919; mining engineering and mining extension, Professor C. E. Lawall; railway and highway engineering and surveying, Professor R. L. Morris (1917); steam, gas and experimental engineering, Professor J. B. Grumbien (1916); structural and hydraulic engineering, Professor R. P. Davis (1911); chemical and metallurgical engineering, Professor W. W. Hodge (1921); and industrial education, Professor E. S. Maclin (1921). The Engineering Experiment station functioned under the supervision of Dean Jones and the immediate direction of Professor W. W. Hodge in the capacity of assistant director. While the curriculums in civil, mechanical, and electrical engineering conformed rather closely to those of other engineering colleges, those in mining and chemical engineering were designed to suit local needs and conditions.²⁰ Little attention was given to metallurgy and architectural engineering. Beginning in 1925, Professor Hall of the department of electrical engineering offered for a few years a short course for electric metermen.

Including nine members of the mining extension division headed by Professor Lawall, the College faculty numbered more than fifty persons which did not include those in other colleges offering pre-professional courses. Despite the handicap of inadequate space, the college enrollment increased in this period from 88 degree and one special student in 1909 to 371 in 1929, which included two special and one woman student. At the same time enrollments in other units sponsored by the College aggregated 28 in the School of Mines, 56 in the summer school of mining, 747 in the short course in engineering, 150 in industrial education, and 1,130 in mining extension.

Like the Agricultural Experiment Station, the Engineering Experiment Station was interested in research primarily with respect to the West Virginia meridian. Among the resulting articles and monographs were those by Professor W. W. Hodge on water supplies and water contamination; those by Professor W. A. Koehler (1924) in the field of ceramic engineering; those by Professor R. P. Davis in structural engineering; those by Professor G. P. Boomsliter in the field of mechanics. At the same time the College kept in close touch with established industries and with various state departments. Many of the scientific articles published through the experiment station were for the purpose of aiding local industries, and the state road commission had offices and testing laboratories in Mechanical Hall.

The College of Law functioned under the deanship of C. E. Hogg until his resignation in 1913. Prior to 1912 the professors in the College

were W. P. Willey and J. R. Trotter. In 1912 Professor Willey was made emeritus and his work was assigned to Professor G. F. Wells who was acting dean during 1913-14 and responsible for a notable advance in standards. After a period of political jockeying centering around the alleged desire for a successful practitioner, H. C. Jones of George Washington University was elected to the deanship at a salary of \$3,500, effective July 1, 1914. He maintained the standards, and in 1914 the College was admitted to membership in the Association of American Law Colleges. During the interim in the deanship O. LeR. McCaskill was an associate professor and T. P. Hardman was assistant professor.

The period from 1909 to 1914 witnessed important changes in the law curriculum. Beginning in 1909-10 the course leading to the B. L. degree was reduced to three years which might consist either of one year of academic work and two years of law or of three years of law alone. The standard course was, however, three years. If a student elected to attain the degree by offering one year of academic work and two of law, he might attain the M. L. degree by the successful completion of the third year in law. Fifteen units of preparatory work were required for admission to the College, but students who lacked only one hour of the necessary preparation might be admitted conditionally. Beginning in 1912 nothing was said in the catalogue about admissions to the state bar through examinations conducted by the College of Law, but the practice was resumed in 1913 under an order of the state supreme court of appeals. In 1912 the requirements for the LL.B. degree, beginning June 1, 1913 were fixed at one year of 38 hours in the College of Arts and Sciences and three years, or a total of 96 hours, in the College of Law. Moot court, revived in 1913-14, was supplemental to the regular course work.

As the course of study had been standardized by 1914, Dean Jones directed his efforts to improving the morale and the quality of instruction. With that in view Dr. J. W. Simonton and D. C. Howard were added to the faculty in the respective capacities of associate and assistant professor, and in December, 1914, most of the members attended the annual meeting of the Association of American Law Schools which then admitted the University College of Law to membership. Following the resignation of Professor McCaskill in 1916 to accept a better paying position, Leo Carlin, succeeded him. Professor Howard resigned in 1917, but his place was not filled at once.

The College ceased to function for a brief period in World War I, but much was accomplished in that period and in the years immediately following. Among other things, use of the case method was developed; in 1917 *The Bar*, organ of the State Bar Association, was taken over and converted into a faculty and student publication called *The West Virginia Law Quarterly*; additions were made to the law library; in

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1919 an appropriation was made for a law building; and in 1920 two members, Dr. G. E. Osborne and Dr. M. T. Van Hecke, were added to the faculty, each with the rank of assistant professor.

With the resignation of Dean Jones, effective September 1, 1921, a number of changes were made in the personnel of the faculty. He was succeeded by Dr. J. W. Madden of Ohio State University at a salary of \$6,000, and Dr. E. C. Dickinson succeeded Professor Simonton who resigned in 1921, as did also assistant professors Osborne and Van Hecke. Largely because of the low salary schedule one of these places was not filled, and the other went to C. R. Snider, an alumnus, '14, who had done graduate work in Harvard. As thus constituted there were no changes in the teaching staff until 1925 when, following the death of Professor Trotter, his work was temporarily assigned to an alumnus, E. L. Doddrell, in the capacity of instructor. Dr. Simonton returned to the faculty in 1926 and the services of Instructor Doddrell were discontinued.

Dean Madden's greatest service to the College of Law and to the University was, however, in raising the salary schedule of the former. Influenced by his inability to secure the services of the ablest instructors, he repeatedly called attention to the need for higher salaries. The ice had been broken somewhat with his own salary which was an increase of \$1,800 over that paid Dean Jones. In his requests he was sustained by the American Law Institute, organized in 1923, and by the pace which it set in the field of legal research. It was thus that he was able to get a salary of \$6,000 for Professor Simonton and to induce him to return to the faculty. With that, his own salary was increased to \$6,500 and that of full professors to \$4,500. In 1927 the salary of the dean was raised to \$7,000 and that of all full professors to \$5,000.

After a long period of suspension the College of Law resumed summer school offerings in 1919, but the courses were not a part of the regular Summer School program. Two years later the preliminary academic requirements, beginning September 1, 1924, were raised to two full years of prescribed arts and sciences work and in 1926 the university faculty, on recommendation of the law faculty, ordered that any student to be eligible for admission to the College of Law would have to make a general average of 75% during his pre-law course. Moreover, it was in Dean Madden's period of service that the Law Building was dedicated. With Dr. Roscoe Pound of Harvard as the principal speaker this was effected on November 17, 1923. Two years later members of the law faculty were being complimented for their services to the state code commission which was authorized to pay them a compensation in addition to their regular salaries.

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Dean Madden resigned effective September 1, 1927, and was succeeded by T. W. Arnold of Laramie, Wyoming, at a salary of \$7,000 which was later increased to \$7,500. Except the inclusion of H. C. Havighurst, with the rank of associate professor, no additional changes were made in the teaching staff in this period. Increased attention was given to practice court and to special lectures. No changes were made in the curriculum and in the entrance and the preliminary requirements, but students were urged to take at least three years of the latter before entering the College of Law and thus place themselves in a position to take both the A. B. and the LL.B. degrees. Incidentally, the enrollment of the College had increased from 120 males in 1909-10, only 47 of whom were degree students, to 155, including ten women, in 1928-29, all of whom were degree students.

Because the regents did not wish to have a medical college in name only and under an arrangement subjected to severe criticism, on October 26, 1910 they ordered that the affiliation between the University College of Medicine and the Baltimore College of Physicians and Surgeons be discontinued and that a department of medicine be established in the College of Arts and Sciences, effective July 1, 1911. Although this order in no way changed the character of the medical work done in the University and did not reduce the instructional staff, the Council on Medical Education of the American Medical Association objected to it and refused to recognize credits earned under it. To meet this objection the regents on May 4, 1912 abolished the department of medicine in the Arts and Sciences College and established "a separate and distinct division of the University to be known as the School of Medicine."

The resulting reorganization was in conformity with a report of a committee composed of representatives of the Council on Medical Education of the Association of American Medical Colleges. On its recommendations the legislature, at the insistence of Governor H. D. Hatfield, a practicing physician and surgeon, made the necessary appropriation for the first two years of a regular course, and the staff personnel was constituted with Dr. J. N. Simpson, professor of anatomy and physiology and "head of the medical faculty in Morgantown," as dean. The other staff members were Aaron Arkin, Ph.D., professor of pathology and bacteriology; W. H. Shultz, professor of pharmacology and materia medica; S. J. Morris, assistant professor in anatomy and histology; R. W. Fisher, instructor in physical diagnosis; and Irving Hardy, instructor in minor surgery. Still other courses were offered by members of the staff of the Arts and Sciences College. Announcement of this program was hailed with delight and the prediction that "West Virginia doctors will be educated at home."

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Under the leadership of Governor Hatfield the response to this situation was immediate and effective. First of all the state board of health established a hygienic laboratory at the University and assigned two persons to it to work in conjunction with the School of Medicine; through gifts and purchases initial steps were taken in establishing a medical library; at the request of the West Virginia Pharmaceutical Association a department of pharmacy, discontinued in 1904, was re-established in 1914 in the School of Medicine in charge of Assistant Professor C. H. Rogers, later dean of the College of Pharmacy, University of Minnesota; in 1915 the regents established a medical dispensary for male students who were given free medical and drug service in consideration of a fee of \$2.00 a semester; beginning in 1915 hundreds of free examinations were made in the bacteriological laboratories; the Medical Building was occupied in 1916; and in 1917 the School was given Class "A" standing by the American Medical Association. Because of lack of funds, the inadequate staff, and a tendency to pad the enrollment, the School lost this standing in 1920 but it was restored conditionally in 1921 and unconditionally in 1922.

Although the Medical Building was considered "admirably adapted" to a two year course, it was soon found to be inadequate for the expanding needs. As originally planned no provision was made for the department of pharmacy, and it was found desirable to teach physiological chemistry separate and apart from the chemistry of the College of Arts and Sciences. With the rapid increase in the enrollment following World War I, additional space had to be provided. The state hygienic laboratories were accordingly returned to Charleston and the pharmacy department was in 1920 transferred to the basement of Woodburn Hall.

The work in pharmacy had meanwhile expanded rapidly. When the department was placed in charge of Instructor G. A. Bergy, in 1916 following the resignation of Associate Professor Rogers, a two year course leading to the degree Graduate in Pharmacy (Ph. G.) was the only one offered. In that year he developed three and four year curriculums, one leading to the degree of Pharmaceutical Chemist (Ph. C.) and the other to that of Bachelor of Science in Pharmacy (B. S. Phar.). During his absence in the armed service the courses were all but discontinued, but immediately following his return in 1918-19, they were revived, and in 1920 the department became a member of the American Conference of Pharmaceutical Faculties.

These accomplishments necessitated a larger staff and led to rapid promotions and to curricular changes. In 1918 Instructor Bergy was made an assistant professor and promoted to be an associate professor in 1920, and a professor in 1921. J. L. Hayman, who joined the faculty in 1919 as an instructor, was made an assistant professor and in 1928, an

associate professor. F. L. Geiler became a member of the staff in 1928 in the capacity of instructor. In 1924 the Graduate in Pharmacy degree (Ph.G.) was discontinued and the Pharmaceutical Chemist degree in 1932, leaving only the B. S. Phar. degree which required a minimum of four years work, much of which was done in other colleges and schools. Since 1915 the department had cooperated with the health service in providing pharmaceutical service.

Although World War I was a disconcerting influence, diverting both instructors and students, the School of Medicine, unlike other schools and colleges, did not close. Instead, it cared for an increasing enrollment. To do this the instructors who remained on the campus, increased their teaching loads. At the same time they cared for S.A.T.C. soldiers and for an increasing number of students through the University dispensary. The work of the war years was indeed "most laborious."

As a number of the wartime staff appointees were transient, the vacancies were filled as soon as practicable, and new appointments were made from time to time to meet requirements of the Association of American Medical Colleges. Among the members thus added were G. S. Dodds (1918), Ph.D., as assistant professor of histology and embryology; M. L. Bonar (1919), associate professor of pharmacology; E. J. Van Liere (1921), professor of physiology; and C. R. Kessel (1921), as associate professor of pharmacology and physiology. When the student health service was housed in separate quarters in 1923, Dr. Kessel was placed in charge with the rank of instructor in physical diagnosis. In 1922 Dr. A. Arkin was given leave to study at the University of Vienna, Austria, but he did not return. A part of his work was that year assigned to C. C. Fenton who resigned at the end of the year. Having earned an M. D. degree, he returned to the staff in 1926 as professor of pathology and bacteriology. In 1923 Dr. G. R. Bancroft joined the staff as professor of physiological chemistry which had been taught since 1918 by Dr. Withrow Morse in the capacity of professor. Beginning in 1921 R. S. Spray was professor of bacteriology, and from time to time resident physicians served the School in various capacities.

By 1921 the enrollment was taxing the capacity of the Medical Building, and the classes in physiological chemistry were later moved to the Chemistry Building. An even greater problem was that of placing those who finished the prescribed course in desirable institutions. Most of these were then taxed to their capacities and, as new medical schools were not being founded, the problem proved well nigh insoluble. The only solution seemed to be a first class four-year medical college. In January, 1923, the state board of education accordingly authorized the president of the University and the faculty of the School of Medicine to extend the curriculum of the latter to a full four year course and to

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put it into operation when the legislature provided facilities to do work acceptable to accrediting authorities.

As several hundred students were applying for admission each year, the chief difficulties in executing this order were clinical facilities and funds. Problems involving the former raised also questions regarding the proper location of a state maintained medical school. Generally the university faculty and the northern part of the state favored Morgantown. In support of such a location Dean Simpson compiled data to prove that Morgantown and the suburban area could provide the needed facilities, as determined by the experiences of the University of Michigan, the University of Virginia, and other institutions located in small cities.

The financial problem was even harder to solve. In the first place, all admitted that it would require a considerable sum to establish a first class medical college. Some, including the dean, were convinced that the court of Monongalia County would donate a suitable site and that the Rockefeller Foundation would donate \$500,000, provided it were matched by a like sum. But, as shown elsewhere, the state became rent by rival and jealous factions and the interest tended to center in a graduate school. Under these conditions a proposal to appropriate \$500,000 to be used to match a possible Rockefeller Foundation gift failed, and the School of Medicine was left as a two year institution.

The College of Education was established by an order of the board of governors of July 2, 1927. According to the dean, Professor J. N. Deahl, who had been head of the department of education in the Arts and Sciences College since it was established in 1902, the need for a college of education had been apparent for a number of years. Evidences of this need were found in the number of high school teachers imported from other states; in the increasing enrollment in education courses, that for 1926-27 being in excess of 400; and in the increasing number of persons preparing for teaching, the number of A. B. graduates having increased from 65 in 1922 to 130 in 1927. Moreover, the latter number did not include 23 who received M. A. degrees. On the other hand, the old school educators, alleging that the standards of the new College would be low and that much of the work would be duplication, opposed its establishment as unnecessary and even injurious.

The new unit was a senior college offering the B. S. degree in Education and the M. A. degree and was composed of seven divisions: General professional education and directed teaching; agricultural education; industrial education; home economics education; rural education; visual education; and the University High School. As stated in its first announcement, the College purposed to provide a liberal and scientific notion of the function of public education, to provide professional pre-

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paration, and to direct the academic preparation for specified services. These included teachers, principals, supervisors, superintendents, agents, and extension and health education workers. Admission to the College was through completion of 64 semester hours of work prescribed by the state board of education, but provision was made for those who desired special preparation in agricultural education, health education, music, arts, etc. Matriculates were required also to be graduates of standard high schools with sixteen units consisting of English, four; social science, three; science, two; two units elected from one subject; and five units elected from a standard high school program. Quite significantly, the entrance requirements to the pre-education course did not include either an ancient or a modern foreign language and any mathematics.

Including the head, the personnel of the former department was transferred to the new College, with the exceptions of Associate Professor H. E. Benz, resigned, and of Associate Professor Elizabeth M. Stalnaker who was transferred to the department of philosophy and psychology with the rank of professor. In the order of tenure the personnel consisted of L. B. Hill (1918), since 1920 professor of education; Rebecca L. Pollock (1916), who in 1920 was made assistant professor and in 1927 professor; L. F. Roberts (1924), who, at the time of his death, June 17, 1928, was being groomed for the deanship; and Dr. J. E. Bohan, associate professor since 1926.

The new divisions necessitated an increase in the staff, which was accomplished through new appointments and through shifts from other departments and colleges. Among the new members were Jean Elnora Richmons, assistant professor of education and home economics; E. S. Maclin, professor of industrial education; H. B. Allen, associate professor of agricultural education; R. A. Olney, assistant professor of agricultural education; and D. W. Parsons, instructor in rural education.

The University High School was a product of years of planning by Professor J. N. Deahl, head of the department of education, and of experimenting begun in 1903 under direction of Sarah E. Griswold of the Chicago Training School. During the ensuing twenty years the public schools of Morgantown cooperated with the department of education of the University in providing teacher training facilities, and in 1925 an arrangement was made with rural district boards of education of Monongalia County under which a demonstration school was opened that year in the Old Home Tea Room at the corner of Spruce and Willey streets, and Ernest Jackman, Principal of the Dalton High School, Dalton, Massachusetts, directed a demonstration school in the university summer session. Thus the training program continued to grow in size and in favor. To meet the need for larger quarters it was moved in 1927 to a brick structure at the intersection of University Avenue and Stew-

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art Street. Following completion of the present Library building the Demonstration High School moved into the Old Library building where it remained to 1933.

Although the 1925 legislature had declined to make a requested appropriation for a University Demonstration High School, Professor Deahl persisted in his purpose to make it permanent and to house it in university owned quarters. As usual, the greatest difficulty was financial. Then, too, there was a problem with respect to location. The governor and others objected to diverting state funds for local uses and to the use of a site which might interfere with the planned expansion of the University plant. The former difficulty was resolved by a gift of \$150,000 from the General Education Board of New York City and through an enabling act of the state legislature which became a law without the approval of the governor. Under this act, Cass, Grant, and Union districts of Monongalia County authorized levies sufficient to match the General Education Board funds, thus making available \$292,601. The total cost of the Building was \$283,837.

The cornerstone of the University Rural High School, popularly known as the "University Demonstration High School," was laid on November 18, 1930, and the school was dedicated in 1933 to the memory of Dr. Alex. L. Wade. With the beginning of the 1928-29 session, G. H. Colebank, nephew of Dean Deahl, was the first principal. Beginning in 1925 the school functioned according to the Dalton Plan under direction of professors in the College of Education. Among the teachers who served it long and effectively were Sylvia Soupart, acting principal to and including 1927-28; May L. Wilt, mathematics; Lucy May Coplin, social sciences; Kate M. Roller, art; Ella Louise Boggess, home economics; Y. Mildred Woofter, English; Anna Brochick, English. G. A. Federer taught physical sciences since 1928. Until his retirement in 1947 practice teaching was directed by Professor L. B. Hill of the University faculty. Under an authorizing act of 1947 the name was changed to the "University High School," and in 1948 the building was formally named "Deahl Hall" in memory of the person who did most to make it possible.²¹

Of the several schools functioning in this period the Summer School was the most important. From 1902 to 1910 it was under the immediate direction of the president and his assistant, Dr. Waitman Barbe, who was also the field agent of the University. Because of the memories of the Raymond Regime the School was not in favor with the legislature during this period, as indicated by its failure to earmark funds for its maintenance.

Like many other "new things," the Summer School was in favor with the new educators. In one of their first exercises of authority they

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allocated \$4,500 for summer school salaries which, together with the total of the fees of \$2.50 charged those not working for credit and the \$5.00 matriculation fee charged those working for credit, was sufficient for current purposes. Although the compensation was low, it was sufficient to reconcile the old educators to this "innovation." As most of them were not interested in research, it afforded them an opportunity to spend a part of the summer profitably. In 1910 Dr. Barbe was made first director of the Summer School, and the allocation of state funds for its maintenance was increased to \$5,000, which by 1915 had increased to \$7,500. The enrollment had meanwhile increased from 113 in 1902 to 295, of whom 222 were women.

From 1902 to 1911 inclusive the Summer Session was only six weeks, but in 1912 it was extended to nine weeks, or a half semester, and in 1919 to twelve weeks. Because this extended the session until well into September and beyond the time for the opening of many public schools, students could by special arrangements receive credit for nine weeks work. To meet the numerous objections to this arrangement the opening of the first term was in 1920 moved forward about a week, and the second term was shortened in time but not in credits by scheduling regular classes on Saturdays. In 1924 each term was condensed into five weeks in the same way, but this arrangement was abandoned after one year and the former practice was restored. The beginning of the first term having been moved forward in 1927, the time length of each was again extended to six weeks and retained at that during the remainder of this period.

The policy with respect to fees was less vacillating and experimentive. In 1912 the entrance fee was increased to \$5.00, and in 1913 the fee for non-residents was raised to \$10.00, where they remained until 1921 when the fee was increased to \$10 for residents and to \$15 for non-residents for either the entire session or a single term. This included incidentals and laboratory fees which prior to 1921 had been extra, but the increase did not cover fees in the School of Medicine, the School of Music, and the College of Law. In 1929 the fees for students in the regular Summer School were increased to \$20 for residents and to \$25 for non-residents where they remained during the remainder of this period.

As much as anything else perhaps the changes in the term lengths and beginnings and in the fee charges reflected the changing character of the Summer School. Until and including the 1922 session it was designed primarily for elementary teachers. For that reason the entrance requirements were flexible, permitting any who wished to attend to do so. For the same reason a demonstration school was maintained on the elementary level, and much was made of the State Educational Conference, which, beginning in 1903, met annually at the University while

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the Summer School was in session, for the discussion of problems dealing primarily with elementary education. For instance, the topic for discussion in 1919 was "Americanization and the Public School." For these reasons the character of the Summer Schools and of the annual conference as well was determined largely by the department of education and by the new educators. The Bluefield Branch, authorized in 1922 and directed by District Superintendent Shawkey, was largely a product of the plan and purpose of the new educators to maintain the Summer School primarily for elementary teachers. It was staffed by eleven instructors, all but one of whom were on the regular University staff.

Beginning about 1915 there was an increasing demand for graduate courses in the Summer School, which, as indicated elsewhere, increased following World War I. The state normal schools and the private and denominational colleges as well were meanwhile emerging from the secondary stage of their evolution, and there was an increasing demand that the normals should direct their efforts toward the training of elementary teachers. Moreover, there were then thirty-seven other schools offering summer school courses primarily for the training of elementary teachers. With one accord these various interests and agencies demanded that the University divest itself of its normal school trimmings and become a real university. In compliance Professor Deahl, head of the department of education, in 1923 entered into an unauthorized agreement whereby the University restricted itself to training teachers on the secondary level.

In response to these conditions and the resulting agreement the character of the Summer School offerings, beginning in 1923, was changed perceptibly. Among other things increasing emphasis was placed upon graduate work; a demonstration department for high school teachers was established and the courses for elementary teachers were discontinued; regular college courses took the place of those formerly offered primarily for teachers in the elementary grades; and the Demonstration School was operated on the high school level. As a consequence by 1927 all of the departments of the Arts and Sciences College, except the Greek, were offering courses in the Summer School and most of the other colleges and schools were participating or offering courses independently. Although some talent was still imported, as in the early days, most of it was drawn from the regular faculties. In other words, the University Summer School, like the University, had become that in more than name.

Director Barbe was able to effect this transition, long desired by him, before he was forced to relinquish his position because of failing health. He resigned effective January 1, 1925 and died on October 30 of that year. He was succeeded by Director L. L. Friend who since 1910

had been supervisor of high schools with offices in the state department of education. As expected the higher standards decreased the summer school attendance, but the total in the regular 1929 session was 247, and most departments of the University were offering courses; field courses were being offered in botany, geology, entomology, and zoology; the University was operating its own demonstration high school; and the convocations had taken on a more general and scientific character.

In his successful efforts to advance instructors' salaries President Trotter contributed to the growth and the effectiveness of the Summer School. From mere pittance determined in the beginning by student fees, salaries were in 1915 increased to \$300 for a six week term for the highest paid instructor. In the preceding year the president had successfully sponsored an agreement under which teachers of professorial rank might forego pay for summer school work and thus accumulate regular session leaves at full pay. In 1920 some of the regular summer school instructors received as much as \$600 for a single term and \$300 was a minimum. Finally, resident instructors were allowed one-sixth of their regular salary for a term of six weeks, and a few visiting professors were paid even more.

Beginning in 1914 the School of Agriculture and Home Economics was discontinued, and increasing attention was given the winter short course of ten weeks for young men, first announced in 1912, and to the farmers' course of about one week duration, first announced at the same time. Beginning in 1913 courses in agriculture were a part of the regular summer school curriculum. By 1916 extension courses and an introductory course, first offered that year, made the short course unnecessary, but Farmers' Week was continued through 1922, when it was absorbed by the widened extension program. Farmers' Week was featured during World War I as a means of stimulating food production.

In response to persistent demands, the School of Music was re-established in 1909 and functioned throughout this period, under the direction of Louis Black, instructor in voice. Piano was taught by Susan Maxwell Moore; piano and pipe organ by Mrs. Grace Martin Snee; and the theory and history of music by Flora Ray Hayes. Rudolph Wertime was head of the piano department until 1913 when he was succeeded by F. C. Butterfield who served until in 1917-18 when he was given leave for service with the Y. M. C. A. in France. Temporarily the work was assigned to Mrs. Ethel B. Black, wife of the director, who was later made head of the department and served in that capacity until 1927, when she was succeeded by V. W. Shepherd. Beginning in 1921 Lydia Irene Hinkel was in charge of public school music; from 1918 to 1923 Max Donner taught violin and ensemble. He was succeeded by Frank Delli-Gatte as head of a new department which in 1928 was assigned to Kenneth Wood.

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Until the general reorganization in 1923 Walter Mesterzat was in charge of instruction in wind instruments.

No attention was given to public school music until 1914, but thereafter it received increasing emphasis. For instance, beginning about 1921 the instructor in charge had one or more assistants. Beginning in 1918, candidates for supervisors certificates in high school music were required to have a high school diploma for entrance, but children were still admitted to other departments of the School of Music, and no knowledge of music was required for admission to the preparatory department. The B. M. degree was first offered in 1924 when the entrance requirements were standardized and the requirements for the admission of children and persons without any knowledge of music were omitted from the catalogue. Throughout, courses in music were offered in the Summer School but upon the payment of additional fees, and extension work in music, first offered in 1919, was continued only one year. To 1923 the faculty of the School of Music gave three concerts annually, but thereafter they tended to give way to concerts given by individual members of the faculty and by seniors and graduate students. In 1919 the School was moved from Woodburn Hall to a former residence on Front Street where it remained until 1928 when it was moved to the former Dr. I. C. White residence.

As indicated elsewhere, the Preparatory School formally ceased to function in 1912. Beginning in 1913 the School of Good Roads met annually for two to three day sessions through 1920 or until the Good Roads Amendment to the Constitution was approved. But military science and tactics, an independent department, was in 1911 organized into a division and functioned as such during the remainder of this period. Its history is told under the heading "The R. O. T. C." The Division of Physical Education, authorized in February 1928, requires additional mention.

Conditions leading to the establishment of this division were developing throughout this entire period and indeed since the beginnings of the Industrial Revolution. To supply the resulting needs at the University A. W. Chez, A. B., was in 1904 made director of physical training and soon thereafter his wife, Louise F. Chez, headed a physical training program for women. For a time all forms of specialized athletics were subordinated to this program, but beginning about 1913 football became a dominant interest and continued as such during this period. Meanwhile there was an increasing demand for physical training for all students. World War I increased the general interest and emphasized the need for physical training.

The new division was designed to provide this training for University students, both men and women, to safeguard their health conditions, and to provide teachers and coaches for secondary schools and

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directors and coaches for municipal programs. The work centered in the Men's Field House completed in 1929. Completion of fifteen units of student high school work, eight of which were prescribed, were required for admission to this division which offered the B. S. degree in Physical Education. For purposes of administration and instruction the work was offered through five departments, viz: 1. Service program for men; 2. Service program for women; 3. Intramural athletics; 4. Health service; and 5. Teacher training.

Of all these departments the third was perhaps the most progressive. Like the program inaugurated in 1904 by Professor Chez and maintained until eclipsed by intercollegiate athletics, it aimed at participation of the entire student body in some form of physical exercise, and to cultivate in students and faculties a spirit of sportsmanship. At the time it was organized it was one of a few such programs in the United States. As indicated elsewhere the health service was reorganized in 1929 when upwards of 2,000 students were served.

This division was directed by Professor C. P. Schott; the intramural program was in charge of H. L. Samuel; the women's service program was directed by Grace M. Griffin; L. M. Jones was director of the men's service program; Beatrice Hurst directed women's recreation; and Misses Beatrice Hellebrandt and Beatrice Thomas were instructors in physical education. The health service was in charge of practicing physicians, and all students were required to pay a medical fee of \$2.50 a semester which entitled them to free drug service and to free medical attention including minor surgery. Although athletics were under the autonomous control of Director Stansbury, he and his coaches and his trainers functioned through this division.

5. ACADEMIC STANDARDS

Maintenance of scholastic standards required attention throughout this period. First it was a question of the educational value of the classics. This subject was brought into the limelight in 1909 when the state board of regents adopted "a progressive course, . . . so arranged that pupils might be graduated from high school without Latin." Alleging that such a preparation did not equip students to pursue the sciences, a group of scientists petitioned the regents to require two years of Latin for admission to candidacy for the B. S. degree; but their request was denied on the ground that the high schools were "over Latinized." Under the same influence the senior class of the University in 1914 formally requested that the courses in the ancient languages be made elective for candidates for the A. B. degree who had two years of Latin in high school.

In response to the current agitation the faculty on June 3, 1914 abolished Latin as a required entrance subject for all students, except

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those who were preparing for law or medicine, and the student newspaper indicated that the action "will meet with general approval from the students . . . and most of the alumni." The action was expected also to "knit the University closer to the secondary schools." Temporarily, it restricted the B. S. degree to the Engineering and the Agriculture colleges.

Next came the question of accepting work done in the state normals as entrance to the University. To resolve this question the regents, in June, 1912, held a joint conference with representatives of the University faculty and the presidents of the normals, in which it was agreed that the preparatory work done in the state normals would be made to conform with that done in standard secondary schools and that such work would be accepted by the University for admission to the freshman classes of any of its colleges. At the same time it was agreed that no advanced credit would be allowed, without examination, by the University for work done in the state normals. As in the case of the secondary schools, it was confidently expected that this arrangement would lessen the friction between the state normals and the University.

This arrangement functioned effectively until 1914, when the group plan for determining major and minor subjects in the University, adopted in 1902, was abolished for a more specialized plan under which majors were restricted to single subjects such as English, chemistry, and history. The normals were meanwhile giving an increasing amount of work, especially professional, on the college level, but it was spread over a wide range of subjects. Although most of this work was accredited by the University, in most cases it did not fit into the more specialized programs. This was generally true for normal school students and graduates who wished to pursue the M. A. degree. As a consequence the University was severely criticized, and interested parties began to develop the state normals into colleges. Some of their graduates sought advanced degrees elsewhere, some of them by the extension and the correspondence routes.

The University adhered meanwhile to the fifteen unit entrance requirement which varied for the different colleges, but ten units: English, four; foreign language, two; mathematics, two; history, one; science, one, were required for admission to the Arts and Sciences College. The remaining five units could be from a wide range of electives including drawing, commercial subjects, and household arts, but from time to time the new educators objected to the mathematics and the foreign language requirements.

As ordered by the regents in 1918 students who had completed a four year high school course before entering upon a two year normal school course were allowed University credits for the latter not to exceed

twelve hours in any one subject, twenty-seven hours in any one year, and fifty-four hours in all, provided the normal school teachers under whom the work was done had completed one year of graduate work in a standard and approved college or university. Thus the University sought to maintain its own standards and to bring those of the other state and of private and denominational institutions to the university level.

These leveling-up tendencies were reflected in 1927, in an order of the state board of education, which formally denied normal school, college, or university credits for work done in high schools. At the same time the board required fifteen units for entrance to any state supported educational institution and limited the amount of professional work for which credits were allowed in teacher training institutions to thirty hours in colleges, twenty in state maintained normal schools, and ten in short courses. -College credit for work done in Class C and Class D summer schools was denied, and the state superintendent was requested to appoint a special committee to submit an outline for a definite curriculum.

Absence from class exercises was meanwhile a matter of increasing concern. Following the inauguration of President Hodges the registrar was required to deduct one per cent from the final grade for each unexcused absence in any course and two per cent for each such absence at the beginning of either semester. This practice was continued for three years, at the end of which absences were simply reported but no penalties were imposed for unexcused ones. As a consequence the first semester of 1914-15 had "the very questionable distinction of being the one in which more students failed to complete their courses than ever before."

Various explanations, including fraternity dances, picture shows, athletics, and higher standards, were given for these failures, but the faculty attributed them largely to the unprecedented absences from class exercises and, after only one year, restored penalties to prevent them. Under the rules put into force in 1915-16 the registrar was again required to deduct one per cent from the final average for each unexcused absence and two per cent for each absence not in excess of seven incurred at the beginning of either semester. These regulations were used until after World War I, when the number of absences again became alarming. To deal with the new situation the faculty debarred students who had incurred seven unexcused absences, from class attendance until they were restored to good standing by the president.

With the greatly increased enrollment following World War I and the consequent emergence of the University from college to university status, the president, who, under an order of the regents adopted in 1911, was solely responsible for student discipline, did not have time for it and for the building program in which he was engrossed. Absences from classes had meanwhile become demoralizing, the total of the un-

excused for the first half of the first semester of 1921-22 reaching almost 1900.

More than ever these phenomena centered attention upon freshmen and sophomores. In fact, many educators began to question the wisdom of admitting them to the University upon the basis of a high school diploma, and others, notably H. C. Ogden, owner of the Ogden chain of newspapers, would have abolished all lower division work at the University. Among other things the pro and con discussions led to intelligence tests, then in general use throughout the country. The first tests of University freshmen were made in 1922 and showed a general average of 84 in a possible 168 points. The results were available to class officers and were used by them in advising students, but no student was denied admission because of his or her I. Q. rating.

As an additional means of dealing with the situation H. E. Stone of Erie, Pennsylvania, was made dean of men, effective September 1, 1922. He was given charge of all student absences, including those of the women and a large degree of latitude in dealing with the situation, but his efficiency was impaired by the red tape through which he functioned, involving several deans, the committee on classification and grades, the registrar, student class officers, and finally the individual instructor. The much abused health certificate "of the dispensary physician or other practicing physician in the city", used since 1915 when the dispensary service was first established, was however no longer necessary. At the same time the "one per cent" rule was abolished and students whose absences of any kind exceeded twelve per cent of the total number of recitations in any subject, were debarred from the final examination in that subject.

In the subsequent developments the absentee delinquents seem to have had the better of it. This was notably true of athletes. For instance, in 1925 the "seven per cent rule" was made optional and in any case ineffective until the end of the semester. But, beginning with the opening of the 1925-26 session, an unexcused absence incurred just before or just after a holiday was counted as a "triple cut" in determining final grades. The first modification was intended primarily to shield delinquent athletes, and, except in the few cases of migrations, the latter regulation did not affect them. Moreover, what other students lost in triple cuts, delinquents more than gained through the abolition in 1928 of the "two per cent rule."

Thus, by the end of this period students generally considered that they were entitled to seven unexcused cuts and many took them. The "seven per cent rule" was however generally regarded as too rigid for juniors and seniors and as not rigid enough for freshmen and sophomores. As usual the faculty complied with student desires, and in 1925 seniors with averages of 88% or more were allowed optional attendance as long as they maintained that average.

In the interest of higher standards the passing mark, seventy in all colleges, had been subjected to criticisms. Among these was the fact that an increasing number of students were satisfied to make a bare seventy, and that, too, despite the fact that they were thus handicapped, in some cases incapacitated, for future work in the professional schools, particularly Law and Medicine where the standards were high and habitual absences were not tolerated. To correct this tendency, the passing grade was left at seventy, but the general average for the senior year was raised to seventy-five.

Calculations incident to the determination of graduation requirements led to the discovery that the general average for all men students at that time was only 77.682 per cent. As the "75% rule" would thus obviously debar a number of them from graduation, it was modified so as not to apply to those enrolled when it was adopted and so as to permit students who fell short to meet the required average by counting excess points made in previous years. Later those averaging 70, 71, or 72 per cent and those averaging 73 or 74 were allowed to graduate by the successful completion of three and two hours, respectively, of extra work for each point under seventy-five. On the other hand, students in the College of Arts and Sciences, who made an average of 85% in both their freshman and their sophomore years, were permitted to select their junior and senior courses, except in the major subject.

Beginning with 1911-12 students who did not make an average of 60 per cent in all their courses or receive passing grades in half of the required hours were suspended during the ensuing semester, unless reinstated by the committee on classification and grades on the recommendation of the class officer. Few students were suspended however and usually more than half of those who were, were reinstated upon requests accompanied by promises of reform. At mid-year of 1927-28 sixty students in the College of Arts and Sciences were suspended but half of them were reinstated. Of the 41 engineering students suspended at that time, 29 were reinstated; but only two of those suspended in the College of Law were reinstated. There were no suspensions in the College of Education.

Calculations incident to the enforcement of the "75% rule" led to informing disclosures. Among other things, the average standing for fraternities and for sororities for 1922-23 was found to be 77.123% and 83.671% respectively, while those for non-fraternity and non-sorority students were 78.226% and 80.251%. Those for the organized and the unorganized students were 78.226% and 78.831%, respectively, and the respective averages for all men and all women were 77.682% and 81.573%. The general average was 79.028%. Similar calculations had been made annually since 1915-16.

Experiments with examination requirements, together with the desire to meet standardization requirements of the North Central Associa-

tion of Colleges and Secondary Schools, were factors in the adoption in 1925 of orders restricting students in the selection of their courses. As a result freshmen were generally excluded from classes intended primarily for seniors and graduates. Although much was accomplished incidentally in the effort to maintain scholastic standards, some of the results were disappointing. Among other things, the administrative machinery and the instructional force were bogged down in a mesh of administrative red tape which interfered with productive scholarship.

6. GRADUATE WORK

Graduate work was the academic football of this period. Generally, the new educators favored introducing it on a large scale but with a minimum of concern for academic standards. A number of them claimed that graduate courses could and should be given by extension or even by correspondence. Soon after World War I the new educators began to urge the establishment of a graduate school in the University authorized to award both master's and doctor's degrees. In this they were influenced largely by an ever increasing number of persons who had completed a normal school course or its equivalent and had a term or two of graduate work in Columbia University or in some other out-of-state institution of higher learning.

On the other hand, the old educators, while admitting the need for graduate work, dwelt upon the difficulties, particularly the lack of library and laboratory facilities, involved in establishing it on a large scale. Although later researches disclosed that the faculty was neither overworked nor underpaid, as compared with similar faculties in five neighboring states, and although a few individual members who had the will to do in an unsympathetic environment, went far with their researches, the conservatives made much of the alleged injustice of imposing additional burdens upon allegedly overworked and underpaid members of the faculty. By overemphasizing these points they tended to exalt their own attainments and importance and thus to capitalize on the "inferiority complex of Mountaineers."

Failure to compromise the differences between the old and the new school educators with respect to graduate work and thus to move forward on a higher level was perhaps the greatest leadership error of this period. More than anything else perhaps, it arrested the material development of the state and stifled its intellectual outlook. However, in the opinion of those investigating the University to determine its fitness for membership in the North Central Association of Colleges and Secondary Schools, it had shown "great wisdom in its conservatism in offering graduate work".²² The accuracy of this statement can however be best determined in the light of additional information.

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The general attitude toward graduate work at the beginning of this period was indicated by the committee on classification and grades to the effect that the University was not equipped to "give proper work for the degree of Ph. D. and therefore should not undertake to confer the degree." As a means of discouraging those who might seek it in course or as an honorary decoration, the requirements, as first published in the catalogue of 1898-99, were retained until 1914-15, when they gave way to this statement, "The University does not confer the degree, Doctor of Philosophy, but will certify to other institutions such graduate work as may be applicable toward this degree." All graduate work was thus restricted to courses leading to master's degrees, general supervision of which was in 1913-14 given to a standing committee headed by Professor J. M. Callahan of the department of history and political science.

Thereafter the committee on graduate work was more concerned with "regular collegiate work suitable to the needs of the people of the state" than with developing a graduate program. Except an order of the regents of 1913 designed to accommodate one or two favored professors by permitting them to employ approved substitutes while they did research in approved out-of-state institutions, little or nothing was said about research in the remaining pre-war years of this period. In fact graduate work, particularly that in vocational fields, was belittled, both at the University and throughout the state, as indicated by the following widely circulated doggerel:

Education is the rage
In Wisconsin
Everyone is wise and sage
In Wisconsin
Every newsboy that you see
Has a 'Varsity' degree
Every cook's a Ph. D.
In Wisconsin.²³

In such an atmosphere the total number of graduate students tended to remain constant. For 1913-14 it was only 29 and for 1921-22 only 41, with the highest intervening total, that for 1915-16, being fifty-six.

With the awakened interests and widened contacts following World War I the conservative policy toward graduate work was attacked repeatedly. The graduate enrollment in the 1922 summer session reached 107; that for the regular 1922-23 session was also 107; and the graduating class of June, 1922 formally requested the state board of education to establish a graduate school in the University with its own dean, directing council, and authority to award both M. A. and Ph. D. degrees.

Something of the situation was revealed in the personnel of the 107 graduates enrolled in the 1922-23 session. Fifty-five were from the University. Seven others were graduates of West Virginia Wesleyan,

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three each of Bethany, Davis and Elkins, Salem, and Waynesburg (Penn.) colleges; two each of Ohio State University and of Emory and Henry and Sweetbrier colleges in Virginia; and one each of twenty-seven other colleges.

In response to the changing situation Chairman Callahan assembled data covering the requirements for the master's degree in other institutions. In the report of his findings, he emphasized the importance attached to the degree elsewhere and the high requirements for it. For instance, it was indicated that some institutions required two year's residence and a reading knowledge of one modern foreign language. None gave credit for work done in extension or in normal schools, and all required that the work be centered around major and minor subjects. In keeping with the policy of his committee, nothing was said about the requirements for the doctorate. In the face of these recommendations the state board of education, dominated by new educators, ordered the faculty to organize a graduate school with courses leading to both master's and to doctor's degrees, and the president was ordered to find a suitable dean for the proposed school.²⁴

Despite the authority back of these orders, the faculty continued to adhere to a conservative course, but the graduate enrollment continued to increase, the total for the 1923-24 session being 140. The personnel of the committee on graduate work having changed meanwhile, the faculty by orders entered on December 17, 1925 and on January 11, 1926, redefined the policy of the University with respect to graduate study. While conceding nothing with respect to the doctorate, any person was permitted to enroll for one of the various master's degrees, who had an A. B. degree from the University "or other institutions within the state approved by the State Board of Education and authorized to confer such degrees, or from institutions without the state standardized by membership in one of the associations of colleges and secondary schools." Such matriculates might, however be required to do extra foundation work in their major subjects, but only twenty of the thirty-two hours work required for the master's degree under these orders, had to be done in residence. Credits done elsewhere had to be approved by the adviser in charge, the committee on graduate work being only a clearance group.

This evident triumph of the new educators was however far short of their goal. With one accord they at once renewed their requests for a graduate school with a dean and council and authority to award doctor's, as well as master's, degrees. The graduate enrollment was meanwhile going forward to a total of 214 for 1925-26, 236 for 1926-27, and 312 for 1927-28, and much was made of frequently repeated statements to the effect that hundreds of West Virginians were then leaving the state each year in search of better educational advantages.

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Following a survey of the failures and the opportunities of the University the state authorized Survey of Education of 1927-28 stated that "the demand for graduate work in West Virginia justified the establishment of a graduate school at the University." In response thereto the state board of education in a belated "Declaration of Policy", declared its intention at once to establish therein the one and only graduate school needed in the state.

But this declaration came too late: a new governing board for the University was created, and the plans of the new president (Turner) centered about a graduate program designed primarily to promote the development of the natural resources of the state with a view to their more effective use within it. Most encouraging of all, in view of the traditional attitude toward higher education, as stated by *The Morgantown Post*, "Popular approval has been given to the Turner program throughout the state."

7. THE ALUMNI

The Alumni Association met each year of this period, except 1918, when all the usual features of commencement week, except the presentation of diplomas and the address to the graduating class, were omitted because of the war. In the order of their succession the alumni presidents were G. S. Laidley '76, 1909-10; H. G. Stoetzer '99, 1910-11; H. C. Ogden '87, 1911-12; Judge C. W. Lynch '74, 1912-13; Judge E. G. Smith '89, 1913-16; G. M. Alexander '92, 1916-19; H. L. Robinson '84, 1919-20; Kemble White '94, 1920-23; Dr. I. C. White '72, 1923-24; W. R. Thurmond, '05, 1924-25; G. S. Laidley '76, 1925-27; and R. E. Talbott '93, 1927-29. Except in 1918, those who served for more than one year were reelected annually. There was always one vice-president and sometimes three. D. M. Willis '99, was secretary from 1906 to 1912, when L. D. Arnett '98, was elected to that position. He held it until 1922, when F. Roy Yoke '03, became the first full-time alumni secretary. Beginning in 1913, R. D. Hennen '12, was treasurer throughout the entire period. Beginning in 1913, the Association elected annually two alumni to be members of the athletic board.

The pre-World War I portion of this period was fruitful of plans and suggestions as determined by the interest and the initiative of the respective presidents. About midyear of each year they planned for the annual meeting at commencement time by appointing the usual committees: one on executive matters, one on banquet, and a third on speakers, but most of the presidents kept their plans and proposals alive meanwhile. With the Rev. Stoetzer it was "Homecoming Week" and a student loan fund. With Ogden it was *The Alumnus*, a semi-annual news sheet designed to appear in June and December. With Judge Smith it was branch alumni associations, a number of which were or-

ganized. He also proposed to establish "a chair of secretary of the alumni" in the University. With President Alexander it was a student loan fund.

Like the athletes, the alumni came back in earnest after the war, the June, 1919, meeting being the largest and most enthusiastic ever held prior to that time. More than 300 persons attended the annual banquet, and, both there and in the business meeting, delight was expressed because of the rapidly increasing enrollment in the University and because of the fact that each county of the state was, for the first time, represented in it. President Trotter had just launched his million dollar building program, and interested alumni spent more than two hours with him discussing particular items. Among those receiving most attention were a proposed memorial building to the West Virginia soldiers and sailors who died in World War I, an additional dormitory for women, and the extension of the physical plant through the purchase of additional acreage.

The results of this awakening manifested themselves in various ways. First of all, a number of branch alumni associations, including one in Pittsburgh, were reorganized; the practice of holding class reunions was revived; the number of vice-presidents of the Association was in 1920 increased to three; a drive for \$1,000,000 for the proposed memorial building was launched and might have succeeded but for the delinquencies of the "expert solicitor", Dr. C. H. Murch; in 1921 the "Alumni Homecoming" was first made a feature of the annual Thanksgiving Day football contest with the Washington and Jefferson team; much had been done meanwhile in support of the million dollar building program; and finally, in keeping with plans worked out by President White and others at the Thanksgiving game for 1921, the Association, beginning July 1, 1922, was given a full-time secretary in the person of F. Roy Yoke, '03, who at the time was superintendent of the Weston Public Schools.

The alumni secretary was elected by the executive committee of the Alumni Association, which expected the state board of education to ratify the choice. But this was not necessary, because the ensuing legislature appropriated \$5,000 for each year of the 1922-24 biennium toward his salary and the expenses of the office of University Alumni Secretary. This item was retained in the 1925 and 1927 budget bills but omitted from that of 1929. Annual dues at the rate of three dollars per member were an additional source of revenue, and a number of optimists thought that the Association would in time become self-sustaining.

As expected, the new secretary proceeded at once to prepare and publish an alumni record, the first since 1904, and to establish the promised alumni quarterly, four issues of which, including the Alumni Record, appeared in 1923. Other activities in the 1922-24 period included

the organization and reorganization of alumni clubs within and beyond the state; contacting high schools, service clubs, and other organizations; planning for Alumni Day of commencement week and for the annual Thanksgiving Homecoming Day; increasing the total receipts from membership dues from about \$1,200 in 1923 to about \$1,900 in 1924; answering the allegation that West Virginia was "an island of barbarity surrounded by a sea of civilization"; and advertising the need for and the benefits of the University.

Most attention was however given to raising funds for the stadium then in process of financing. As of June, 1925 the aims of the Association were: 1. An alumni club in every county of the state; 2. An educational campaign to sell the University to the state; 3. Preparation of a complete and permanent alumni record; 4. Familiarization of alumni with the needs of the University; and 5. Establishment of a student scholarship loan fund. Only one issue of the alumni quarterly appeared in 1924 and only one in 1925.

As indicated by the "stern resolutions" adopted in the June meeting of 1926, alumni generally sided with Director Stansbury in his controversy with State Superintendent Ford. At the same time the Association launched a movement for an independent governing board for the University and went on record as approving a millage tax for the support of all state supported institutions of higher learning, and a bond issue of \$25,000,000 for much needed buildings.²⁵

Exuberant over the creation of an independent board of governors, for which the secretary claimed chief credit for the Association, it took on new life in 1927. Among other things, it sponsored the first "Mountaineer Week" which was financed however by the student council and the University. In this week nine seniors carried the "Message of the University" to sixty-seven high schools in a manner that met with general approval. About the same time the student loan fund was incorporated, and the treasurer reported \$115 in hand and \$3,000 of the \$100,000 desired goal subscribed. Some of these activities, notably "Mountaineer Week", carried over successfully into 1928 and beyond.

By 1929 alumni activities were however in a definite slump. Although new alumni clubs were being organized and reorganized from time to time and although university activities were, through the courtesy of *The Morgantown Post*, being broadcast daily over WMMN (Fairmont), the *Alumni Quarterly Bulletin* had not appeared in either 1926 or in 1927, and only one issue appeared in 1928 and one in 1929; because of shortage of funds "Mountaineer Week" for 1929 was reduced to two days; the total receipts of membership dues declined from about \$1,900 in 1925 to about \$800 in 1929; and the student loan fund was only \$1,115.

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Moreover, as previously indicated, the legislative budget for 1929-31 carried no item to cover even a part of the salary of the alumni secretary or of the expenses of his office. In anticipation of the consequent needs the board of governors in 1928 allocated \$4,000 for these purposes, but, the University general fund being overtaxed, it was generally conceded that the Alumni Association would have to become self-sustaining, if it survived. As the secretary refused to solicit funds personally, the outlook was discouraging indeed. In 1932 the office of University Alumni Secretary was abolished by an act of the legislature.

8. THE R. O. T. C.

At the beginning of this period the cadet corps was organized as an infantry battalion of two companies which were grouped into four sections based on military proficiency and length of service. The "School" of Military Science and tactics having reverted to departmental status in 1908, in 1911 it was first and finally given division status. Other changes came in course as determined by the commandants and after 1916 by the professors of military science and tactics. In the order of their succession to 1919 they were Captain H. A. Eaton, 23rd U. S. Infantry (1907-10); Lieut. W. S. Weeks, 4th U. S. Infantry (1910-12); Lieut. Dean Archer, 26th U. S. Infantry (1912-14); Lieut. Richard Wetherill, 6th U. S. Infantry (1914-16); Lieut. J. H. Laubach, 19th U. S. Infantry (1916-17); Cadet Colonel D. A. Christopher (acting, Summer 1917); and Major S. D. Freeman, U. S. A. retired (1917-Jan., 1919).

Contrary to expectations, the legislative act of 1903 increasing the number of state cadets to 225 was not effective, and some of those in authority feared that the appropriations under the Morrill Act of 1890 might be reduced. To avoid such a contingency Captain Eaton recommended compulsory military training. In response to this recommendation the regents in 1910 required all non-alien freshmen and sophomores under twenty-three years of age and physically fit, to take military training. Claims for exemption were heard by a military and gymnastic board composed of the commandant of cadets, the director of physical training, and the surgeon of the corps with appeals to the University Council.

To stimulate interest the regents offered special rewards for military excellence. These included eligibility within five years after graduation to a first lieutenant's commission in the West Virginia National Guard, a gold medal to the cadet having the best record for drill and discipline, and a bronze medal to the cadet having the second highest aggregate score at target practice. In response to these incentives, the strength of the corps increased from 125 in 1910-11 to about 250 in

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1911-12. In the latter year the battalion was reorganized into three companies which were increased to four the following year.

Because of the rapidly increasing enrollment and the desire to encourage military training, the 1915 legislature authorized the regents to admit six hundred students between the ages of sixteen and twenty-four, who were entitled to the privileges, exemptions, and benefits of state cadets. About the same time the incentive awards were increased so as to recognize effort as well as excellence, and the names of the three most distinguished cadets in the graduating class were sent to the adjutant general of the state who was authorized to designate one of them to take an examination for a commission in the U. S. Army. The increased enrollment caused the corps to be organized "as a regiment of infantry: Field, Staff, and Band, and twelve companies" grouped into two battalions. As a result the number of officers was increased and the office of cadet colonel was revived with M. L. Bonar (1915-16) as "the Colonel." His successors were Dorsey Brannon (1916-17), and D. A. Christopher (1917-18). There were also two cadet majors and eight cadet captains. At the same time the old gray uniform was abolished, and the regulation olive drab service U. S. uniform was adopted as better suited to field service and maneuvering.

Among other important events of the pre-war period was the organization of a supply company in 1915-16. On May 21, 1916 the Sabre Club, an outgrowth of the Honorary Officers Club organized in 1904, was chartered as Company C—Second Regiment—Unit of Scabbard and Blade, national honorary, and on December 12, 1916, an Infantry Unit, Senior Division, of the Reserve Officers Training Corps was organized. About the same time the entire cadet corps was vaccinated against smallpox and other contagious diseases.

In the belief that only those shots that hit count, officers of the corps did not neglect target practice. For that purpose a rifle team functioned with increasing effectiveness through the pre-World War I period. Including boy and girl volunteers, the rifle teams were selected by a process of elimination. In the early part of this period the entire corps was taken to Camp Caddell in the spring for target practice and a taste of camp life. By defeating the Harvard team 988 to 975, the University Rifle team, developed by Sergeant G. W. Neely, U. S. A., retired, won the championship of the United States for 1912-13. It was a runner-up in 1913-14, in 1914-15, and again in 1915-16, and by making a perfect score in the last contest for 1916-17, it won the world record. Members of the perfect scoring team were D. A. Christopher, A. M. Miller, A. K. Carroll, C. W. McDowell, and K. L. Marshall.

With the National Defense Act of 1916 the cadet corps became the Reserve Officers Training Corps and the commandant of cadets in charge became the professor of military science and tactics. In the or-

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der of their succession in this period they were Major H. L. Mumma, U. S. Infantry (1919-23); Major L. S. Devore, U. S. Infantry (1923-28); and Major H. H. Fletcher, U. S. Infantry (1928-33). An Engineering unit was added in 1919, and the infantry battalion: "Field, Staff, Band and four companies", one of which was composed of engineers, was restored. In the reorganization the "professor", Major Mumma, mindful of the high percentage of unfitness in the recent draft, had in mind the need for a comprehensive physical program.

In the shift from the Cadet Corps to the Reserve Officers Training Corps, about one hundred cadets left the University in 1920, thereby reducing the strength of the military unit to about 375, but the restoration of compulsory military training on the pre-war basis restored it to 515 in 1922-23. Largely because of the increased emphasis placed upon physical training, drills were then spread throughout the day after the manner of regular class assignments, and the practice of drilling the entire squad daily between 12 noon and 1 p. m. was abandoned. Instead, mass drills were restricted to one day a week between one and two p. m. In 1922 the cadet colonelcy was restored and held by Fred O. Mitchell who was also the cadet colonel in 1923.

Between May 3, 1923 and September of that year the strength of the corps increased to 857, which made possible a number of changes. In the outset the cadet band was given official status with Victor C. Willhide as drum major. As a means of bridging the alleged gap between the cadets and the other students, particularly the co-eds, the practice of electing annually co-ed sponsors, begun in 1920, was revived in 1924-25, when six such sponsors: one for the battalion, one for each of the four companies, and one for the band, were chosen. Finally, the corps was reorganized into three battalions of three companies each not including the band company, and graduate students holding service commissions, were employed in ten military divisions. Major Fletcher who took over on September 3, 1928, did not change this organization.

Both Major Mumma and Major Devore emphasized rifle practice, and the latter introduced actual service firing. The Men's Rifle team was reorganized in 1918-19 and finished third in the series of contests sponsored by the National Rifle Association. In 1923 the co-eds organized a team which also affiliated with the National Association. During the remaining years of this period each team made a splendid record. In a contest with the Men's Team, Dorothy Snyder, of the Girls' Team, made a perfect score; in a contest with a University of Nebraska team the girls shot 926 of a possible 1000; and, firing from a prone position only, they won a contest with Michigan State Girls by a score of 493 to 487 in a possible 500. The men's team was the runner-up in a number of series and, at the end of the 1926-27

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season, it was awarded the cup trophy for the best marksmanship in the National Rifle Association.

Beginning in 1925, when compulsory military training was attacked by *The New Student*, it was a much discussed topic locally. As indicated by an increased cadet enrollment from 657 for 1924-25 to 862 for 1925-26, the discussion had a stimulating effect. Together with the high percentage of disability revealed in World War I, it tended to sustain compulsory military training and to strengthen the movement for a physical training program for all students, women included.

The general attitude in recent years toward the old order was reflected in the final uses made of the cannons, mortars, and other accoutrements used by the cadet corps prior to about 1917. While the formerly cherished and much advertised museum was being departmentalized and otherwise dissipated, the cannons were hidden for a time by an apprehensive old school educator. Fearful of the consequences of the ever increasing demand for floor space, he finally placed one of the steel cannons at Prickett's Fort as a memorial to pioneers buried there; another was used as a marker to the southeast entrance of Mechanical Hall; and the other two were installed as memorials to interred soldiers: one in Mount Zion Cemetery near Fairmont and the other in Nuzums' Graveyard near Hammond on Tygart Valley River. For a like purpose one of the brass cannons was placed in Oak Grove Cemetery, Morgantown; the other was melted for its metal content; and two brass mortars were stolen in 1948 and supposedly sold for junk. By 1949 there was scarcely a thing, even a musket, left of ye olde time.

9. IN WORLD WAR I

Like other colleges and schools of the country, especially land grant colleges, the University placed its resources at the disposition of the federal government following the declaration of war in 1917. During the ensuing months several hundred students and former students enlisted in the armed services, and following the enactment of the selective draft law by Congress in May, 1917, others were taken in due course. The total thus recruited reached 1,191 which did not include 921 vocational students and 585 members of the Students' Army Training Corps. As the latter were soldiers to all intents and purposes, the grand total who saw active service was thus 2,697. Of this number 46 gave their lives—eight of them in action. Thirty-one died from either pneumonia or influenza.

Of the 1,191 who saw active service, 47% were commissioned officers, and 18% were non-commissioned officers. The former included one brigadier general, Gordon G. Heiner, '89, of the 155th Field Artillery Brigade, National Army, composed of men from West Virginia. There were also three colonels, nine lieutenant colonels, twenty-one ma-

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jors, ninety-one captains, one hundred ninety first lieutenants, and two hundred twenty-five second lieutenants. The naval list included one commander, four lieutenant commanders, thirteen ensigns, twenty-eight seamen, and a small number of technicians and professional workers.

As never before training men for armed services was directed to the production of engineers, machinists, and technicians for the construction of railroads and buildings and for repair work. The normal supply of trained men being insufficient for these purposes, the War Department asked cooperating colleges to accelerate their training programs. In response thereto, most of the graduating class of 1917 entered the armed service at once; the 1918 class was graduated in December, 1917; and the succeeding classes were accelerated in like manner.

The supply being still short, Secretary of War N. D. Baker, a native West Virginian, on February 10, 1918 appointed the "Committee on Education and Special Training" to hasten the program by organizing and coordinating the educational resources of the country with relation to the needs of the Army. Inasmuch as it was impossible to get men of advanced training, it was decided to give a large number of men entering the service intensive elementary training along vocational lines. In response to this program the University enrolled 921 students in three detachments, one of which arrived in June, another in August, and the third in October, 1918. The courses of instruction included automobile repairing, blacksmithing, carpentry, electrical work, drafting, welding, molding, pipe fitting, stationary engineering, telephone repair, etc. The first detachments were barracked in the Armory and in the Agricultural Pavilion, and "the Ark", with John Hunt, an efficient Negro chef, in charge, was converted into a mess hall. Later barracks No. 1, No. 2, and No. 3 were built on Beechurst Avenue near the mess hall.

In keeping with the army contract controlling this situation a special committee supervised the housing and the subsistence of the vocational students and was also in charge of the instructional program. As far as possible this service was performed by members of the staff of the College of Engineering and of the University department of physics, but they were assisted by Prof. O. P. Chitwood of the Department of History. In all thirty-nine extra teachers were employed besides the soldier instructors. The instruction in auto mechanics was given in a privately owned garage with the staff as employed instructors, but most of the other instruction was given in Mechanical and Martin halls and by University teachers. This training was discontinued in December following the signing of the Armistice in November, 1918.

Although the College of Agriculture closed on April 5, 1918, members of its staff were active in promoting larger crops, in food conservation, and in research, and most of the students either entered the armed service or active agricultural work. In 1918 ten students were employ-

ed as assistant agricultural agents, and fifty were employed in the Extension Department which rendered perhaps the most valuable service. There were in fact few nooks and corners of the state which its agents did not cover. In this way they reached about 21,000 homes and in soy-bean inoculation alone contacted more than 2,000 farmers. Thousands of others were reached by printed circulars.

The most unique service centered however in the College of Arts and Sciences which was largely responsible for the Students' Army Training Corps, familiarly known as the "S. A. T. C." Under this service all physically fit men students over the age of eighteen were permitted to enlist in the regular army but to remain in college until they reached draft age. Their training program was co-ordinated with that of the R. O. T. C., so that they were thus potential officers in the regular army. The course of study included forty-two hours of academic work and eleven hours of military training each week. Each and every member of the corps was required to take either "War English" or "War Aims".

Other students continued with existing courses which were however modified to suit the changed and the changing situation. Among other things, instruction in German was discontinued, but that in French was expanded through an increase in the size of the instructional staff. Additional instructors were also employed for English and physics.

Together with the R. O. T. C. and the vocational students then on the campus, the 585 S. A. T. C. students enrolled on October 1, 1918, converted the University into a military camp. *The Athenaeum* described it as "a preparatory school for commissioned officers" and indicated that established customs would give way to regimented life in barracks. The College of Engineering was taken over completely, and Woman's Hall then nearing completion, and a number of fraternity houses were requisitioned for living quarters. Under direction of Captain A. L. Stillman, with the aid of fourteen army officers, the S. A. T. C. was organized into a battalion. But, after five days the University was subjected to a scourge of influenza, which necessitated closing it for about a month. The Armistice soon followed, and on December 20 both the vocational students and the S. A. T. C. were demobilized.

Incidentally, most members of the faculty aided the war effort in one way or another. Some of them saw service abroad; others were Four-Minute speakers; several served in various administrative capacities; Professor J. R. Trotter of the College of Law, was State Food Administrator; Professor T. P. Hardman served in the legal department of the American Red Cross; Dean J. L. Coulter of the College of Agriculture, was a member of the Overseas Educational Commission; and Dean H. C. Jones of the College of Law, served with the Director General of Civilian Relief; but the College of Law was forced to close. Unlike most of the units, the School of Medicine had an increased enrollment due to students taking

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advantage of plans of the government to provide the armed service with physicians. Dean J. N. Simpson found time however to serve both the vocational students and the S. A. T. C. in the capacity of surgeon and was accordingly made an officer of the corps.

On March 6, 1919, a memorial service was held in Commencement Hall for University men who died in the armed service. The program consisted largely of addresses, but it was featured by the reading of a poem, "Stars of Gold", written for the occasion by Professor Waitman Barbe of the faculty. The university choir participated by rendering a song, "These France Shall Keep", written for the occasion by Professor Charles B. Cannaday of the Department of Latin. The services were concluded by the dedication of a service flag.

Though far removed from the scenes of military action, the University population had witnessed some of the worst horrors of war. This was notably true in the fall of 1918 when influenza attacked groups of the Student Army Training Corps and the vocational students quartered in Woman's Hall and in fraternity buildings. As almost as many of them succumbed as were killed and died in active service, the military funerals conducted in their honor were long among the most vivid and painful recollections of the war.

Forty-six, including graduates, regular students, and other men who received training at the University, were casualties. They were:

Anderson, Lane S., student	Hoskins, Stephen Paul, alumnus, '14, and an instructor
Ball, Eugene B., student	Jack, William H., student A.T.C.
Berry Darwin, student	Mason, Earl D., student, 1904-05
Biddle, Raymond R., student	Livengood, Karl H., student, 1904-07
Burrell, Louis G., alumnus, '14	Parrish, Roy E., alumnus, '10
Caudy, Fred A., student	Peoples, Guy, alumnus, '15
Core, Barton D., student	Porterfield, James M., student A.T.C.
Cox, Boaz B., alumnus, '04	Riggs, Lawrence C., student
Davis, Henry W., student, 1906-09	Riheldaffer, William A., student A.T.C.
Davis, Thedford O., student A.T.C.	Sbarske, Paul R., student, A.T.C.
Ely, John C., Jr., alumnus, '11	Sheppard, Andrew J., student
Fleming, Arlington, alumnus, '15	Stalnaker, John R., student, A.T.C.
Forquer, James C., alumnus, '05	Stewart, Edmond D., alumnus, '15
Fuccy, Joseph T., student A.T.C.	Thorn, Merrill H., alumnus, '17
Garvey, Edward R., student A.T.C.	Williams, Forest G., student, 1911-13
Henderson, James L., student A.T.C.	Wilson, William H., student A.T.C.

Of the number enrolled in vocational courses the following died either from influenza or pneumonia: Ralph R. Ball, Hinton; Kenneth Biddle, Williamstown; James L. Brown, Cyclone; Fred A. Duncan, Huntington; Andrew J. Groves, Martinsburg; Charles D. Howell, Morgantown; Norval I. Ingram, Fairmont; Bert L. Lamont, Cincinnati, Ohio; Lyle F. Mahan, Huntington; Kenneth W. Meadows, Glenwood; Fred S. Sanders, Maidsville; Earl W. Shank, Huntington; Frank H. Turvey, McMechen; and Joseph I. VanGilder, Fairmont.

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10. STUDENT ACTIVITIES

A. INTRODUCTION

Student activities of this period were increasingly determined by the students themselves. Each and every woman student, whose home was not in Morgantown, was a member of the Woman's Student Government Association, successor to the Woman's League which ceased to function about 1913. Like the latter, the former regulated all matters pertaining to co-ed student life and tried also to promote a spirit of unity and co-operation among women students generally. For instance, with a view to providing an even distribution of activities and honors, in May, 1925, it adopted a point system, effective at the beginning of the 1925-26 session.

In 1923 an unsuccessful effort was made to include every woman student, regardless of her residence, in the membership of the Student Government Association. As the direct representative of the president, the dean of women functioned through this organization and was an ex-officio member of its advisory board. She also used the Pan-Hellenic Association, organized in 1906, to regulate sorority life and inter-sorority relations, but girls residing in sorority houses were members of the Student Government Association. Beginning in 1918 they were, for a short period, also subject to the rules and regulations of a local City Pan-Hellenic Association.

Susan Maxwell Moore was dean of women from 1903 to 1923, when she was succeeded by Martha Jane Fulton who served in that capacity until 1929. Largely through efforts of Mrs. Lena L. Yost of the board of governors, a woman's building, later named Elizabeth Moore Hall for the principal of Woodburn Seminary, was completed in 1928. With its facilities for physical exercise and social gatherings the morale of the women students was greatly improved. This was facilitated also by the faculty committee on social affairs which functioned, since 1913-14, for the first two years under the chairmanship of Professor R. A. Armstrong and beginning with 1915-16 under the chairmanship of Professor A. L. Darby.

But for the faculty committee on social affairs and the Interfraternity Council, formerly the Areopogus, the men students were until 1918-19 a law unto themselves. On May 6, 1918 the students in a mass meeting voted to form a student council, headed by a president of the student body, and students began to bring a measure of cooperation into their social affairs.²⁶ The fraternity population having declined comparatively, the "Barbs" seized control in 1921 and effected a number of changes. Among other things they took over the management of social functions and sponsored a social calendar. When H. E. Stone became the first dean of men, September, 1922, they had a common clearing house. Like the dean of women, he functioned under direction of the president of the Uni-

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versity, but largely through student organizations, particularly the Student Council, the Interfraternity Council, and Pan-Hellenic, and also through the faculty committee on social affairs. Among other things, he was authorized to excuse absences on account of athletic sports and "other providential hindrances."

B. PUBLICATIONS

Throughout this entire period, *The Athenaeum*, the student newspaper, was published regularly. During the first ten years the staff, including the editor, was selected by the Student Publishing Association without particular reference to qualifications, but in 1919 the choice of the entire staff was placed on a competitive basis, in what *The Athenaeum* itself described as "The most important step forward to be attained at the University in recent years." Under the spell of this general belief, the editors declared their intention to begin anew and to make their publication "first of all a newspaper". With that in view, it took on the size and appearance of a metropolitan daily which the editors hoped would become indispensable to both the students and the alumni. About the same time, *The Athenaeum* was put on a subscription basis: 75 cents for students and \$1.50 for others.

With the establishment of a department of journalism in the College of Arts and Sciences, *The Athenaeum*, beginning with the first issue for 1921-22 became a semi-weekly, published on Tuesdays and Fridays. Control remained in the hands of the students, but the publication was supervised by the director of the courses in journalism and by the Athenaeum Board of Publications which had been created meanwhile. Under direction of Dr. P. I. Reed, instructor in journalism, the size of the publication was reduced somewhat, and it became more of a student news sheet than a metropolitan newspaper. With the first issue for 1923-24 it became a tri-weekly appearing on Tuesdays, Thursdays, and Saturdays. Although the word "Athenaeum" had no local significance, the name had gained a place in the affections of its readers, and an effort on the part of a number of students to change it to *The West Virginia Mountaineer* failed.

While *The Athenaeum* was all but free from censorship by the faculty, the selection of the editorial staff on a competitive basis tended to make such supervision unnecessary. Instruction in professional journalism, begun in 1921, was more effective to that end. Thereafter the editors tended to regard censorship as a reflection on their professional practices and were increasingly careful to make it unnecessary. University paid advertising, begun in 1902, and free subscriptions for each first and second class high school in the state, begun in 1914, were also restraining influences. Thus criticisms tended to be kept on an impersonal basis, and the annual high school number was looked forward to throughout the state.

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Despite financial embarrassments from time to time and the necessity of requiring students and subscribing organizations to pay in advance, *The Monticola*, the student annual, appeared regularly throughout this period. As in the past, the publication was beset with financial difficulties, but the University came to the rescue in 1912 by paying for free copies for each first and second class high school in the state. In keeping with the current trend, control was entrusted to the students by vesting it in a Monticola Publication Board of seven members, two of whom were of the faculty. The others were chosen by the students.

Beginning in 1925 *The Monticola* sponsored a contest to determine the most beautiful co-eds on the campus. The voting was restricted to the men students who chose Mary Lafferty for first place in both 1925 and 1926. In 1927, in 1928, and again in 1929 first place went to Mary Jo Matthews of Mannington, who in 1928 was crowned "Queen of the May Festival". Reviving an old custom, *The Monticola* on April 4, 1928, sponsored also a contest to determine the male senior who had done the most for the University during his four years in college and who was thus entitled to be "The Mountaineer". The choice went to George W. Jackson of Jane Lew, and the following year to Albert H. (Big Sleepy) Glenn of Elkins. In 1927 Edward T. Morrison of Erie, Pennsylvania, was chosen by the students as the "most popular man" on the campus.

The first "homecoming" day at the University was considered an opportune time to supply the desire for a humorous publication. The first attempt to serve this desire was called *The Anathema*. This sheet was edited by Rosewell S. Reid, a former editor of *The New Dominion* (Morgantown), but under sponsorship of the University Press Club, which had permission to publish an uncensored sheet, so long as Editor Reid was personally responsible for its contents.

After the first issue, which was well received, Reid left Morgantown, and *The Anathema* was taken over by an unauthorized group containing only a few students and some non-residents interested primarily in advertising. Under their sponsorship it became *The Moonshine*, the first number of which appeared in 1921. Because the alleged humor was generally regarded as obscene, the publication met with a storm of protests. But, as those responsible for it were careful to avoid the post office as a means of distribution, the University could do nothing but disavow it. Fortunately the tone was modified somewhat, and in time it ceased to appear. In 1928 it was revived as *The Mountaineer* but in less objectionable form and content.

The Scribbler, a student literary magazine comparable to the former *Monongalian*, was sponsored by the Scribbler's Club. The first number appeared in March, 1926 under the editorship of J. Montgomery (Mont) Curtis. Other numbers appeared intermittently until February, 1928 when *The Scribbler* was merged with *The Athenaeum* which during the

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remainder of that year featured a literary section in the Saturday issues. This feature was continued during the ensuing year but not under the sponsorship of the Scribbler's Club which in March, 1928 buried *The Scribbler* with an appropriate obituary notice.

Although the law faculty was responsible for the *West Virginia Law Quarterly*, students gave substantial aid from time to time. The first issue of this publication appeared in November, 1917 as the successor to *The Bar* (1894-1917). On the other hand, students were wholly responsible for *The West Virginia Agriculturist*, a monthly journal sponsored by The Agricultural Association of the University and used by students and others for the publication of current happenings and the results of research. With F. C. McCuskey as editor-in-chief and D. R. Ervin as business manager the initial number of this publication appeared in January, 1915, but it suspended in 1917 because of the war. It resumed in 1919 and appeared regularly thereafter during this period. *The Circle*, the student publication of the Summer School, appeared in 1921 and irregularly thereafter.

Among still other publications were the Student Handbook, published, beginning in 1913, by the Y. M. C. A., and the "Faculty and Student Directory" published intermittently since 1908-09. In September, 1926 the Y. W. C. A. published a handbook for freshman girls, and in 1927 it welcomed the returning girls with the *Co-Ed Broadcaster*, a "happy little sheet". From time to time other groups had their own publications. For instance, *The Hillel Herald*, organ of the Hillel Society, made its appearance in February, 1929.

C. ORGANIZATIONS

(a) LITERARY SOCIETIES

Having cancelled their regular programs during most of World War I, both the Columbian and the Parthenon literary societies resumed activity early in 1919-20. After one or two meetings the Parthenon ceased to function, but the Columbian was active until well into 1921-22. Except the debates, the programs were however quite unlike the pre-war ones, in that they consisted largely of offerings by invited guests in their special fields. In time both the debaters and the guest entertainers were exhausted, and the literary programs ended. A formal announcement of this course by the Columbian Society was made in October, 1922 when it placed its records, consisting of six volumes, in the University Library. In a short time thereafter each of these societies was being regrettably referred to as defunct.

The causes of this development were generally attributed to social fraternities and to athletics. They were not however the sole, if indeed they were the chief causes. Most effective perhaps was the discovery,

made in 1913, that the state constitution forbade the use of public funds to stimulate inter-society contests. Committees of the two societies pled for the restoration of the prizes but in vain. Instead, the board of control offered to keep the society halls in condition, perhaps with a view to their use as classrooms as a part of their plan to provide needed space.

In the absence of other suitable quarters the department of public speaking was ready and eager to take over, but the change was generally justified on the score that interest in the societies was lagging and that the department of public speaking had made them unnecessary, if not useless. In support of these claims attention was called to the fact that University coached debating and orating teams were then vanquishing rivals from all parts of the United States and even from foreign countries.

The alleged exclusiveness of the literary societies may also have contributed to their passing, as indicated by movements from time to time, as in 1910, to form new societies with more democratic traditions. The 1920 *Monticola* carried a group photograph of the Columbian Literary Society, the last of such publications, and the first group photograph of the Debating Society, formed in 1910.

(b) FRATERNITIES AND SORORITIES

No social fraternities or sororities were established on the University campus in the eleven years immediately preceding World War I. A partial explanation is found in the fact that the energies and resources of students and alumni were then directed to arousing and sustaining "College spirit" as an indispensable factor in developing first class athletics, particularly football. Because fraternities were then prone to place their own interests before that of the University and "the Team", they were in some disfavor. As a consequence new fraternities and sororities were forbidden to come to the campus without the approval of the University council of administration, and the regents adopted rules and regulations governing membership of those already established. Among other things "pledges" were required to be in residence one semester before initiation, to have credit for twelve hours of college work, and to have unqualified college standing. It was at this time that the president, in compliance with an order of the regents, appointed a standing committee on fraternities, a faculty representative for each fraternity, and required each of them to appoint two members to confer with him from time to time.

The enrollment being somewhat stationary, the state remained indifferent meanwhile to student mess-needs, and a modified form of the old time fort provided them. The new device was the "Student Co-op", organized in January, 1913. Unlike the fort, "the Co-op" rented an entire house, which was used not only as an eating place but also as a social center and operated by a financial secretary. Admission was by memberships which were open to any approved male student or instructor who

could and would pay his "equal share of the expense" at the end of each month. The Co-op carried on in this manner until December 3, 1915 when it became the West Virginia Chapter of the National Federation of Commons Clubs and functioned as such until well into World War I. Under the new arrangement membership was more restricted and was attained through formal initiation after the manner of a fraternity. It was not however narrowly restricted, and it thus accommodated a large number of persons.

"Student spirit" having failed to produce winning teams, enthusiastic alumni, chafing under humiliating defeats, particularly those at the hands of West Virginia Wesleyan, resorted to the use of other stimuli. Fraternities and sororities were thus left more or less free to pursue their social ambitions and interests. Moreover, the war was a disconcerting influence, and the business boom which followed paved the way for the "Golden Twenties" with emphasis on social life. Two social organizations were established in the World War I period. Together with the dates of their installation, they were Gamma Phi Chapter of Kappa Sigma (May 31, 1918), a national fraternity; and West Virginia Alpha of Pi Beta Phi (September 21, 1918), a national sorority. The fraternity had been active on the campus from 1883 to 1887 and since February, 1915 as the Highland Club and the sorority was originally "The Circle," founded April 1, 1916.

The legislature remaining indifferent to student housing needs, the rapid increase in the enrollment following the war again made it necessary for students to shift for themselves. Other factors contributing to the growth of social organizations remaining constant and even increasing in effectiveness, the trend was again to fraternities and sororities. The need for more such organizations was brought home to the existing groups in 1921 when "the Barbs" captured all the coveted offices and honors in the annual election. The obvious remedy for such incidents was more social groups. Accordingly, the existing groups approved and aided the University plan for solving the housing needs through establishing additional social groups, a movement which had the approval of the National Panhellenic Association.

Under these conditions locals sprang up like mushrooms. Many of them failed however to attain their national goals, and after a short time became inactive. The following nationals came to the campus: Theta Chi, March 18, 1921; Pi Lambda Phi (Jewish), May 28, 1922; Tau Kappa Epsilon, January 3, 1923; Alpha Gamma Rho, April 24, 1924; Pi Kappa Alpha, reestablished in June, 1925; Alpha Phi Delta (Italian), 1926; Phi Delta Theta, March 12, 1927; Phi Sigma Delta (Jewish) May 6-8, 1927; Phi Kappa Tau, November 8-10, 1928; and Phi Alpha (Jewish), December 1, 1928. There were three approved locals: Tau Delta Theta (1919), Delta Kappa Psi (1923), and Delta Epsilon

(1925). Beginning March 10, 1910 interfraternity affairs were regulated by The Areopagus.

Alpha Xi Chapter of Delta Gamma, international sorority, came to the campus on February 24-25, 1921 and was followed by chapters of Alpha Delta Pi, June 11, 1924, and Phi Mu, 1926. In 1929 there were three approved local sororities: Chi Delta Phi, 1923; Pi Tau Delta, 1926; and the Monongahela Club, 1927. With Alpha Xi Delta leading the way in 1917 most of the sororities, even the locals, were housed in rented homes. All were under the supervision of the dean of women and subject to the rules and regulations of the Student Government Association.

An order of the University committee on social affairs, made at the beginning of the 1922-23 session, had a determining influence on fraternity and sorority life. This order increased the number of social events and permitted Greek letter fraternities to have "open house" at weekends. Although branded at the time as a device for turning the University into a dancing pavilion, the practice grew in favor and the social life of the University gravitated to fraternities and to sororities.

When the number of guests was restricted to the capacity of the several houses, the fraternities and the sororities alike began to plan for larger houses. As a consequence, the Kappa Alpha home, built in 1926, provided for a resident membership of thirty-two, thus launching "a new era" marked by a movement toward "Fraternity Row" and "The Hill." The need for living quarters was allegedly the impelling motive, but they were primarily financial and social. It mattered not that the groups in becoming large ceased to be fraternities. In doing so their social prestige was supposedly enhanced and their financial existence assured.

Growing interest in the social groups brought pertinent data to the fore. For instance, comparative statements of scholastic standings, published semi-annually beginning in 1915-16, indicated that the general average scholarship was slightly higher for fraternity than for "non-frat" students. Moreover, it was generally from two to three points higher for the sororities than for either the "frats" or the "non-frats." Whereas slightly more than fifty per cent of the men belonged to fraternities in 1925, only thirty-nine per cent of the women belonged to sororities. Membership requirements for the sororities were higher than for the fraternities, and the sororities were stricter in enforcing rules and regulations.

Rivalries and jealousies extended not only to social and political matters but also to nationalities and to churches. For instance, one of the fraternities was composed entirely of Italians, and two Jewish groups were denied membership in the interfraternity council. And that too despite the fact that more than once they led all of the others in scholarship. *The*

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Athenaeum condemned this policy as stupidly intolerant and prejudiced. However, it was adhered to throughout this period.

In 1929 the membership of both fraternities and sororities was made up from "pledges" who had passed a minimum of twelve hours work, in case of the girls with a general average of 80 per cent. With the boys "pledging" might be done at any time, but with the girls only after a period of "formal rushing," beginning at noon on the fourth Friday of each semester and ending at ten p. m. the following Sunday. Except the "informal rushing" of the first four days of the semester, no other rushing was permitted meanwhile.

Aroused by the failure of 250 undergraduates, most of them freshmen, to make the required standing to remain in the University at the end of the first semester of 1922-23, C. E. Hodges, editor of *The New Dominion* (Morgantown) suggested that the one year eligibility rule be applied in social matters as well as in athletics. He hoped thus to teach freshmen that their first loyalty was to themselves and that institutional loyalty came before fraternity loyalty. His suggestions were favorably received by members of the faculty and by leading newspapers of the state, but group rivalries and jealousies denied them a trial. In the absence of needed housing facilities, the social groups insisted that they were a help rather than a hindrance to freshmen. In the press of other matters, the rushing and pledging practices grew worse rather than better. For instance, the sororities moved their formal pledging forward rather than backward.

Results of a "sorority fight" starting in 1925, proved wholesome in that it made for greater respect for rules and regulations. For alleged violations of the Pan-Hellenic rules the local chapter of Chi Omega was suspended in December, 1925 and forbidden to pledge girls until the following May. Alleging that the suspension was unfair, discriminatory, and illegal, the chapter secured an injunction from the circuit court to prevent the Pan-Hellenic order from being enforced. It then appealed to the national Pan-Hellenic officers, four of whom visited the campus at once. After an investigation they brought the matter to the attention of the National Pan-Hellenic Association which ruled that the controversy was not a matter for adjudication by the courts and ordered the local chapter to dissolve its injunction and abide by the rulings of the local Pan-Hellenic Council. As failure to comply reduced each chapter of Chi Omega national to the status of the local chapter, the order of the National Association was obeyed at once.

(c) OTHER ORGANIZATIONS

By 1929 most every field of study in the University was represented by an honorary organization with membership based on demonstrated ability. Among them were: *Entre nous* (December 19, 1919), French;

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Alpha Zeta (May 23, 1922), agriculture; the English Club (1900) and Seo Beowulf Gedricht (February 29, 1908), English; Phi Alpha Delta (February 14, 1925), the Order of the Coif (1925), and Phi Delta Phi (1922), law; Theta Kappa Psi, reestablished, (1922), medicine I, and Phi Beta Pi (1922), medicine II; Tau Beta Pi, formerly Theta Psi, established in 1908, (June 3, 1922), engineering; Phi Lambda Upsilon (March 15, 1924), chemistry; Chi Sigma Delta (1927), economics; Kappa Psi (1925), pharmacy; Sigma Gamma Upsilon (May 27, 1927), geology; Phi Upsilon Phi (1929), botany; Phi Upsilon Omicron (November, 1923), home economics; Matrix (October 28, 1924) for women, and Journaliers (1927), for men, journalism; Scabbard and Blade (May 21, 1916), military; Sigma Pi Sigma (June 3, 1929), physics; Il Circolo Italiano (1927), Italian; and Kappa Delta Pi (July 21, 1927), education. Hon. John J. Tigart, U. S. Commissioner of Education and President M. P. Shawkey of Marshall College, participated in the installation of Kappa Delta Pi.

Of all the honoraries, Phi Beta Kappa was admittedly the most important. With Professor O. P. Chitwood, a member of the William and Mary chapter, as the chief speaker, West Virginia Alpha was installed on the campus on December 10, 1910 by President E. A. Grosvener of the United Chapters. In addition to the seven who belonged to existing chapters, the membership of the local chapter consisted of seven alumni and twelve members of the faculty, six of whom were also alumni. In 1929 the membership of Phi Beta Kappa was restricted to the upper eight of the senior class of the Arts and Sciences College, and its activities were restricted largely to the annual address and banquet in commemoration of national founders day, December 5, 1776.

In addition to these organizations, there was the Press Club open to students in journalism; the Engineering Society with a continuous existence since 1888; and numerous departmental organizations. Among the latter were Eta Sigma Phi (October, 1927) and the Latin Club, Latin; the Greek and the Phil Hellenic (April 9, 1912) clubs, classics; Beta Pi Theta (1927), French; the German Club; Kappa Kappa Psi (1926), military; Delta Sigma Rho (November 28, 1923), forensic; and Epsilon Phi Sigma, education. In addition to these groups there was the Sigma Xi club, organized in 1925 for the purpose of petitioning Sigma Xi when it would permit; the Rowan Rifles and the Blackguard Fusiliers, military; and four church groups: The Newman Club, 1915; Kappa Phi (Methodist national), October 26, 1926; The Westminster Girls' Club, May, 1927; and Kappa Mu (Catholic), 1928. The Wesley Foundation was incorporated in 1925. Because of the initiative which they had already taken and continued to take, the most important of the remaining honorary groups were Sphinx, senior men; the Witena-Gemot (November 21, 1916), men; Mortar Board in 1924 formerly Laurel, (founded April 2,

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1919), senior women; Mountain, senior men; Rhododendron, junior women; Li-toon-awa (1927), sophomore women; and Torch and Serpent, sophomore men.

In 1911-12 Alfa of Fi Batar Cappar, a local mock fraternity, made its appearance on the campus. Because of the evident source of its name and because of its unconventional pranks and costumes, this organization was a thorn in the flesh to the older and more dignified one. In time, however, the former became a booster organization interested primarily in athletics. As such, its implications and pranks ceased to be offensive, even if they were of questionable benefit in sustaining college spirit.

As indicated by *The Athenaeum*, the campus was overorganized. In recognition of this condition the X Club, a women's organization installed in 1920 for the purpose of promoting university spirit, disbanded voluntarily in 1925, and *The Athenaeum* suggested that a number of "honorary" and "professional" groups which had served their chief purpose, that of promoting the ambitions of instructors and the interests of student groups, should do likewise. To that end it ceased to publish accounts of their proceedings and warned students not to be deceived by the term "honorary." At the same time it commended those departments which had refused to resort to such devices to promote their interests.

D. ATHLETICS

(a) FOOTBALL

At the beginning of this period chief interest in intercollegiate athletics was in football and baseball, both of which were under the general supervision of Director A. W. Chez who, with the aid of his wife, gave chief attention to the general physical training program. In the intercollegiate phase he was assisted by T. B. Foulk, '08, the graduate manager, who, under direction of the athletic board of control and the director of physical training, made all schedules and was responsible for financing them. C. A. Leuder, an instructor in dairying, was the football coach. But he had been charged with unprofessional practices and his tenure as mentor was uncertain. Through intervention of Director Chez and T. E. Hodges, then a member of the state board of control, Coach Leuder was exonerated by the National Inter-Collegiate Athletic Association, but the students were dissatisfied and requested that the University withdraw from that and all other such organizations. But for the firmness of the administration, they would perhaps have had their way in this matter.

Coach Leuder was charged with violations of the four-year eligibility rule. While admitting the charge, West Virginians explained it as due to the fact that the University had a preparatory department. Some of its players were thus on a basis similar to those who played football in an

academy or a high school and then enrolled in a college or a university. Questions of this kind confounded the athletic relations between the University and out-of-state institutions for years and were factors in the decision to abolish the preparatory department of the former. In order to clear the situation with respect to her immediate neighbors the University in 1909-10 became a member of the Inter-Collegiate Athletic Association of Western Pennsylvania and West Virginia. Similar questions arising, it gave up this membership after three years.

The 1910 football team was a product of Leuder's coaching and Foulk's management, but it was disbanded before the season ended. This was in respect to the memory of Captain Rudolph Munk of Connellsville, Pennsylvania, who died on November 12 from injuries received that day at Wheeling in a game with the Bethany College team. Although his team had lost games to the University of Pennsylvania and to the University of Pittsburgh, each by a score of 38 to 0, it was, largely through his masterly playing, on the point of winning this contest, when he received the injury which resulted in his death. A plaque to his memory was placed at the entrance of present Reynolds Hall.

In March, 1911, Foulk resigned the graduate managership, thus making it possible to make the director of physical training again the director of intercollegiate athletics, as desired by President Hodges and others. Under this arrangement Director Chez took over entire responsibility for the physical training program, but Coach Leuder, who had meanwhile been raised to the rank of assistant professor in the University, was retained as coach and given an assistant in the person of Lieutenant H. M. Nelly, a former student in the University who had for four years been an assistant coach to the Army team at West Point. Together they developed a team which sustained only two defeats and won six victories, one of them, the second in many tries, over the Washington and Jefferson team by a score of 6 to 5. Moreover, this victory was achieved on the home grounds and at the time of the inauguration of T. E. Hodges, a football enthusiast, to be president of the University. It was claimed also that the winning team did not include a single "professional" or a single "round-er."

In the next two years coaches came and went. In 1912 it was Wm. P. Edmunds, M. D., "a find of President Hodges and a product of 'Hurry Up' Yost." Director Chez having resigned in May, 1912, Dr. Edmunds was also "Instructor in Physical Training and Director of the Gymnasium," and the physical training program for women, Mrs. Chez having resigned, was in charge of Mary B. Oliver who was also an instructor in home economics. Of a schedule which did not include any formidable rival, the Edmunds coached team won six and lost three contests. Among the latter was a 19 to 12 defeat at the hands of West Virginia Wesleyan in its first victory in a series of games played intermittently since 1902. As

the 1912 contest determined the state championship, the result was a shock to University fans.

Under the slogan "beat Wesleyan" fans again wished to discard all regulations so as to "meet the Methodists at their own game." University authorities would not permit this, however, but they did permit withdrawal of the University from the Intercollegiate Athletic Association of Western Pennsylvania and authorize it to become a member of the Bi-State Collegiate Athletic Association composed of the University of Pittsburgh, Washington and Jefferson College, and West Virginia University, whose rules said nothing about the one year rule and compensation to athletics. The University retained membership in the National Collegiate Association. The regents had meanwhile designated President O. I. Woodley a committee of one to submit to interested schools "a set of rules and regulations to govern intercollegiate contests in West Virginia."

In the midst of the stewing about rules and the state championship, Dr. Edmunds resigned in 1913 to accept a position in George Washington College, and E. R. Sweetland of Cornell, an all-round athlete with fifteen years experience in coaching football, succeeded him. By unusually large scores the Sweetland coached team lost to the University of Pittsburgh (40-0), to Washington and Jefferson College (34-0), to Washington and Lee University (28-0), and to West Virginia Wesleyan by a score of 21 to 0. Among its few victories was that over the Davis and Elkins team (43-0) in its first contest with the University.

As the state championship was again involved and lost, "friends of the University" were "aroused as never before." In desperation they again requested the repeal of all rules governing intercollegiate football; the regents met in special session; and the alumni requested that the faculty dominated athletic board of control be given alumni representation and that a graduate be employed to manage University athletics. In compliance with these demands the regents abolished the athletic board of control and established an athletic board composed of the director of physical training who was ex-officio chairman, two other faculty, two alumni, and two student members. At the same time an alumni committee chairmanned by Birk S. Stathers, '06, was asked to investigate the condition of athletics at the University and to report its findings.

A contemporaneous movement to "clean athletics in West Virginia preparatory schools and colleges," led by B. B. Chambers of Marshall College, was significant. For that purpose the West Virginia Intercollegiate Athletic Association was organized at Clarksburg on December 6, 1913, with representatives of the University participating. Although membership in this association was voluntary, it was expected that all the institutions within the state which sponsored intercollegiate athletics, would become members. To retain their membership they needed only to refrain from paying athletes and to forbid "indiscriminate migrations." Inasmuch

as the University drew many of its students, particularly those in the professional schools, from other schools within the state, it was exempted from the operation of the latter rule. Because "it was found impossible to run the big and the little schools under the same rules," this association collapsed in the formative stage, as did also a movement to form an association including only "the big schools."

The alumni committee appointed to investigate athletics at the University had meanwhile made its report which was not limited to the specified purpose. First of all, it recommended a reorganization of the committee on classification and grades so as to rid it of its ultra-conservatism in the application of eligibility rules, and former captains and stars were urged to return to the campus in the football season to aid coaches in developing winning teams. Most of the other recommendations had already been adopted. For instance, the director of physical training was director of athletics, and both the alumni and the students were given a voice in determining athletic policies and personnel.

With "the Methodists and their hirelings" crossing the University goal line at will, "the situation was desperate." Accordingly, aroused alumni demanded greater security than that promised in a reorganization of the athletic setup. Players and good ones were needed. If they were going to Wesleyan and elsewhere, it was claimed that they could be "induced" to come to the University. To that end funds were solicited, some of them openly as in the annual meeting of the Alumni Association in June, 1914, when \$315 was raised. They were used by individual benefactors and unofficial committees to pay fees and the board and lodging bills of promising athletes. Those who made good might even find an extra suit or two of clothes in their wardrobes.

Those who engaged in these practices operated under the firm conviction that a winning football team was the best possible advertisement for the University and that losing teams would sink it. Thus motivated, they made their annual contributions with as great a feeling of loyalty and necessity as did an alumnus of a private college in the East, who gave it a million dollars to build a dormitory. The pitfalls in the former practice were in the growing tendency of the donors to expect ever increasing returns in the way of winning teams and to judge the effectiveness and even the value of the University by whether or not they were forthcoming.

While admitting the advertising value of winning athletic teams, a contemporaneous issue of *The Athenaeum*, reflecting perhaps the attitude of the administration, said, "it does not follow that this can be best obtained by using hired athletes. In the great majority of cases the student who plays for the love and the benefit of the game will bring more honors to his college than any number of hired players, and there is also less danger of disgracing his school."

For the first time in the history of the institution the "fans" were in control of athletics, and they resolved to make the most of it in what seemed to be an emergency. First of all, the services of the best coach obtainable were considered imperative. It was therefore with great satisfaction that the new athletic board, in 1914, approved Sol. S. Metzger of the University of Pennsylvania, who had developed a team that had defeated a "Hurry Up" Yost trained eleven by a score of 29 to 0. Moreover, Metzger was reported to be "a strict disciplinarian," "a stickler for system," and willing to cooperate with George E. Pyle, the new director of physical education and athletics, "so long as he kept his hands off of football." Metzger's salary was \$2,000, only half of which was paid from University funds, including athletic fees.²⁷

The Metzger pre-season training camp was an agreeable innovation, and with one accord the uninitiated began to express surprise at "the influx of raw material from various quarters." The season was not far advanced however before Coach Metzger was forced to relinquish his duties because of a broken leg which incapacitated him for months. Although his friend and former teammate, A. B. Zeigler, a 1907 All-American guard, came to the rescue, the University team was defeated that year by both Washington and Jefferson and West Virginia Wesleyan teams, and its five victories were over comparatively insignificant teams. Confidence in the promised "new era" was unshaken however, and the fans pronounced the 1914 season a success and waited for Coach Metzger to recover and demonstrate his style. To make doubly sure he was given two assistants: Elzie Tobin of Penn State, and Mont M. McIntire, a former student, one of those "big fellows" who gave the University of Pennsylvania team trouble in 1908, and the coach of the West Virginia Wesleyan team that defeated the University so decisively in 1912 and in 1913.

The team developed by this combination was captained by Carl P. Leatherwood, a spectacular sprinter, and included such "raw material" as Ira Errett (Rat) Rodgers who had played four years of football while a "prep" in Bethany College; Andrew King, who later, as a professional, became "the most reliable kicker in the country"; and Russell Bailey who captained the 1917 team and was mentioned then and later as an All-American on more than one team. After losing to the University of Pennsylvania team by a score of 7 to 0, the University team for 1915 held the Washington and Jefferson team to a 6 to 6 tie; with West Virginia leading 8 to 6 it forfeited a game to Washington and Lee as a protest against an alleged unfair decision of the umpire; and West Virginia Wesleyan was vanquished by a score of 30 to 0.

As the University won all the other scheduled games and had only seven more points scored against it, the confidence reposed in Coach Metzger was sustained. He was thus generally heralded as "the Miracle

Man." More important still, the aroused alumni had placed the University on the football map and thus retrieved her injured reputation both at home and abroad. The announcement that Coach Metzger had resigned in the spring of 1916 came therefore as a keen disappointment.

To meet the new situation assistant coaches Tobin and McIntire were made co-coaches with equal authority. With McIntire having final authority in controverted matters, they functioned in this manner during two seasons and developed teams which for the first time met and defeated formidable Eastern teams. Although the University team lost to the University of Pennsylvania in 1916 and to Pitt in 1917, the respective margins were small: 3 to 0 and 14 to 9, as were those of the other scores. In 1916 Dartmouth was held to a 7 to 7 tie and won in 1917 by a score of only 6 to 2. Rutgers was held to tie scores each year: 0 to 0 in 1916 and 7 to 7 in 1917, and West Virginia Wesleyan was defeated in 1916 by a score of 54 to 7. The victory of 1917 over the U. S. Naval Academy by a score of 7 to 0 tended to put the West Virginians on the football map.

To avenge the 54 to 7 defeat of 1916 and to show coaches McIntire and Tobin and Director Stansbury a thing or two, a Wesleyan team including two or three "importations," among them being "Pete" Calac, an ex-Carlisle Indian star, defeated the University team in 1917 by a score of 20 to 0. The incident resulted in a breach of athletic relations between the two institutions, but it forced an investigation of and reforms in the athletic conditions and practices in the private and denominational schools of the entire state. It was thus to the advantage of the University, and Captain "Russ" Bailey and his teammate, "Rat" Rodgers, were given places on Walter Camp's unofficial All-American team of that year.

The appointment of Stansbury to be "Director of Publicity" at the University, with the understanding that he would in time be director of intercollegiate athletics, was an event of far-reaching importance. Several alumni desired the position, and Director Pyle, through his 1916 football schedule, had put the University into "big-time" competition with impressive results. Moreover, there was opposition to the choice of a West Virginia Wesleyan alumnus. The general opposition was voiced by F. L. Bowman, Mayor of Morgantown, and by a student committee composed of Harry Curry, Captain of the 1916 football team, Dorsey Brannan, Senior Student member of the athletic board, and D. A. Christopher who later served as the intercollegiate athletic office manager from 1923 to 1942 and, as such, worked in cooperation with Director Stansbury during most of his incumbency.

It took some time to reconcile interested parties to Stansbury's appointment, and his coming to the University campus was thus delayed until January 1, 1917, and he was, as noted above, given the title "Director of Publicity." But the appointment was urged by J. S. Lakin, presi-

dent of the state board of control, and approved by Governor-elect J. J. Cornwell and his political friend, J. O. Watson of Fairmont, who was interested in "big football" as a means of increasing the receipts from the electric trolley car lines owned and controlled by him. Moreover, Lakin had sold the appointment to Governor Hatfield on the ground that "Stansbury is a good circus manager."

The situation was cleared somewhat in May, 1917, when Director Pyle resigned to enter the armed service of the United States. As it was not necessary or even desirable under war conditions to name his successor, Director Stansbury, having functioned effectively as Director of Publicity, was assigned to the directorship of intercollegiate athletics. Through ability and resourcefulness, he reshaped the physical education and the intercollegiate athletic programs but with an ever increasing emphasis upon the latter. As a consequence he developed an intramural athletic rather than an intramural physical training program as desired by many persons. Incidentally, the physical training program for women was temporarily abandoned.

Because the University had been converted into a military camp, its football schedule for 1918 was cancelled, but the team of 1917 was back almost intact in 1919 and ready for great things. With the assistance of Myron Fuller of Yale and Kemper Shelton, a former University star, the 1919 team was coached by McIntire and captained by Ira Errett "Rat" Rodgers. Although it went down to defeat (26-0) before another Sutherland coached "Pitt" team and was defeated (14-6) in a "fluke" game by Centre College, Kentucky, it won all the other games on the season's schedule. In fact only seven more points were scored against it. This was in a game with Rutgers, which the University team won by a score of 30 to 7. Later the Washington and Jefferson team was defeated by a score of 7 to 0 in the fourth victory in eighteen years.

The high point of the 1919 season was the defeat of the Princeton team by a score of 25 to 0. Of this contest Walter Camp said, "It is safe to say that no team even in the first games will stage a finer exhibition of versatile, finished football than that displayed by West Virginia under the leadership of the great Captain, Rodgers." Already Rodgers was being proclaimed "West Virginia's Greatest Athlete." He was captain and fullback on Camp's mythical All-American team of 1919, and his teammate, Russell Bailey, was center on Camp's second All-American team.

Much of the credit for these accomplishments went to Director Stansbury. The "fans" having thus become reconciled to his appointment, his salary was advanced from \$2,400 to \$4,400, provided the gate receipts from athletic contests warranted the increase. About the same time he was made director of intercollegiate athletics and publicity and given all but final authority in the choice of coaches.

With Rodgers, Bailey, and other stars including Andrew King, Clay Hite, and Frank Ice out of the lineup, the record for 1920 was not impressive. Even with Rodgers as an assistant, Coach McIntire could not develop "too much raw material" into a winning team in one season. Defeats were sustained at the hands of Pitt, Yale, Princeton, and Washington and Jefferson (28-0); Lehigh was tied; and victories were scored against Washington and Lee (14-10), Rutgers, Bethany, George Washington, and West Virginia Wesleyan. The game with Wesleyan was the first since 1917 and was won by the University by a score of 14 to 0. Although the McIntire open-play forward passing was still perplexing opponents, "fans" could not refrain from comparing the 1920 record with that of 1919 and from desiring a new coach.

With a salary of \$7,000, or the same as that then paid the president of the University, C. W. "Fat" Spears, Dartmouth All-American guard of 1915, was the mentor in 1921. He was assisted by Rodgers, hero of the 1919 season, at a salary of \$3,500 for the year and by a number of others including J. L. (Zack) Jordan, a Dartmouth star. N. J. (Nate) Cartmell, then in his second year, at a salary of \$3,500, was the regular football and track trainer. In anticipation of adoption of the "freshman rule," which came in 1922, Ward Lanham, West Virginia Wesleyan, '15, coached a freshman team. The "Varsity" team was captained by Robert H. C. Kay. The total budget expenditure for athletics that year exceeded \$24,000 which in the course of a few years was extended beyond \$31,000.

As there was much "raw material" and as chief dependence was upon a new style of play, the results of the first year under direction of Coach Spears were not impressive; five victories, one tie, and four defeats. The defeats were sustained at the hands of Pitt, Washington and Jefferson, Lehigh, and Rutgers; the tie score was with Bucknell; and the victories were over West Virginia Wesleyan, Ohio University, Washington and Lee, University of Virginia, and the University of Cincinnati. The comparatively close margin of the defeats tended to sustain the confidence of fans, and Director Stansbury's salary was increased to \$6,000, of which \$2,400 was to come from athletic fees.

With the raw material of 1921 developed into veteran masters of a new style of play, the Mountaineer team of 1922 reached "the pinnacle of football fame in West Virginia." But for the 12-12 score in the contest with Washington and Lee, the West Virginians would have "topped the football World." Both Pitt and Washington and Jefferson were vanquished, and a post season game with Gonzaga College at San Diego, California, resulted in a 21 to 13 victory for the Mountaineers. The aggregation was unique in that all were stars. Among those mentioned most were Charles C. "Trusty" Tallman, Joseph Setron, Homer Martin, Gustavus Ekberg, Fred Simon, Nicholas Nardacci, Russell Mere-

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dith (captain), Walter Mahan, Philip Hill, and Pierre Hill. Setron was given a place at guard on Camp's mythical third All-American team of that year. The West Virginia team was coached by Spears with Rodgers and Robert H. C. Kay as his assistants.

With special reference to West Virginia University, leading newspapers of the country began about this time to attack intercollegiate football, alleging that it was corrupt and professional. Some of them, including the *Chicago Tribune*, compared the modern football stadium to the Roman gladiatorial arena. On the other hand, defenders of the sport, influenced largely by results at the University of Michigan, claimed that it would become self-sustaining and provide additional revenues for other forms of college athletics and perhaps for physical education programs. To what extent those responsible for university intercollegiate athletics shared these claims cannot of course be determined, but they were accused of emphasizing their program to the detriment of a more comprehensive physical education program. Because of the alleged inability of private and denominational colleges to keep pace with the intercollegiate athletic programs of state supported institutions of higher learning, others were insisting also that too much emphasis was being placed upon intercollegiate football.

Regardless of the current criticisms, the University continued to emphasize intercollegiate athletics, particularly football. In the midst of the discussion incident thereto the salary of the head coach was increased to \$10,000 and that of the director of intercollegiate athletics and publicity to \$6,500, provided he was clear of debt at the end of the 1923 season. With three alumni, including Rodgers, assisting Coach Spears the University won all of its scheduled football contests in 1923, except that with Penn State which resulted in a tie score (13-13) and that with the Washington and Jefferson "Presidents," which was lost in a somewhat tragic manner to be noted later. The other games of that season were won by unusually large scores; the football profits were in excess of \$75,000; and, everything considered, the record was regarded by sports writers as better than that for 1922. Tallman was given a place at end on Camp's Second All-American team of that year, and several other Mountaineers were mentioned as among the best in the country at large.

With a team coached by Spears with the assistance of Rodgers, Tallman, and Douglas Bowers, and trained by Arthur "Art" N. Smith in his debut on the University campus, the Thanksgiving Day contest of 1924 between the "Presidents" and the "Mountaineers" resulted in a 40 to 7 victory for the latter and again placed them among the high-scoring outfits of the country with a total of 282 points won to 47 lost. This game was played before about 24,000 spectators, the largest number to witness a football game in the Stadium prior to 1947 when 26,500 wit-

nessed the Kentucky-West Virginia contest. But for the defeat (14-7) sustained at the hands of Pitt, 1924 would have been a better season than 1922. Walter Mahan was given a place at guard on Camp's third All-American team of that year and a number of the West Virginia players received honorable mention by him. It was Spears' last year at West Virginia. He was succeeded by his first assistant, Ira Errett "Rat" Rodgers, then generally regarded as one of the greatest backfield football players in the history of the game. His salary was \$5,000.

Although the three-year rule was being put into effect, Coach Rodgers took over under favorable conditions. He was familiar with the Spears technique which was still baffling varsity rivals, and a number of the stars of the 1924 team, including Ross McHenry, Walter Mahan, Edward Morrison, Julian Murrin, Carl Davis, Charles Dilcher, Aaron Oliker, Robert "Pete" Barnum, and the inimitable forward passer, Francis "Skeets" Farley, were in the lineup. Moreover, he had the help of Russell Meredith, Gustavus Ekberg, and Fred Graham, all former Mountaineer stars, as assistants. Except the 15 to 7 defeat at the hands of Pitt early in the season, only three other points were scored against the team in the entire season. On November 14, 1925, the team participated in the dedicatory exercises of the New Stadium by defeating Penn State by a score of 14 to 0. It ended the season on Thanksgiving Day by defeating the "Presidents" by a score of 19 to 0, and the Doubting Thomases generally admitted that "Rat" Rodgers had made good. Hugh Fullerton, reputable sports writer, ranked West Virginia University fourth among the football teams of the entire country.

Having exhausted every resource at his command to make the "Splinter Stadium," a hazard to life and limb, and the "Old Athletic Field," the present cadet drill ground, adequate for the accommodation of the increasing numbers of persons who wished to witness football games at the University, Director Stansbury, with the aid of Alumni Secretary Yoke and of Dr. I. C. White, a prominent resident alumnus, had meanwhile completed a stadium building program. Motivated by the alleged needs of the situation and by a net over-all profit of almost \$34,500 for 1922-23 and of \$40,000 from football to October 27, 1923, date of the University-Penn State contest of that year, they launched their program in the confident belief that it could and would be financed by personal contributions and by the net gate receipts from intercollegiate athletics, particularly football. Although they had no specific building plans or cost figures, they thought that \$500,000 would be sufficient for their purposes and they put on a campaign to raise that sum, all of which they expected would be subscribed during the intermission between halves of the regular Thanksgiving Day game with "W. & J." which fell that year (1923) on November 29.

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Although these plans were hastily conceived, details were not neglected. Among other things, publicity was given the fact that Dr. I. C. White and the Hon. E. W. Oglebay had already pledged \$10,000 each; on the Saturday before the game, 6,000 letters were sent to persons who were not expected to attend the game, asking them to subscribe not less than \$20 each; three hundred students were provided with blanks to be used to solicit "the crowd"; college fraternities subscribing \$500 or more each were promised that their acts of loyalty would be commemorated severally by bronze tablets placed at the entrance of the proposed stadium; and efforts were made to assure a record attendance.

Though the attendance (13,000) and the gate (\$38,000) were each record-breaking, the plans for the eagerly awaited intermission went "aft agley." Largely through the masterly playing of a Negro named Charles West,²⁸ the "Presidents" were ahead 7 to 0, and the rain was falling in torrents. Under these conditions only about \$100,000 of the expected \$500,000 was subscribed and many of the subscriptions were illegible.

Regardless of the dampened enthusiasm, the stadium sponsors resolved to push their building program. For that purpose, the West Virginia University Stadium Corporation, a non-profit and non-stockholder organization with the late Brooks Fleming of Fairmont as president and a director and nine additional directors, was incorporated in 1924. Soon thereafter the state board of control authorized the said stadium corporation to use the site of present "Mountaineer Field," which was then owned by the state in the name of the University. Thus authorized the two sides of the present Stadium were ready for use when the 1924 football season opened, and the stadium corporation had collected about \$300,000 and had additional subscriptions totaling about \$200,000 or more than enough to finance its building program as originally planned.

Buoyant over the success of their undertaking and the encouraging prospects for "gates," the stadium corporation postponed the dedication of the "New Stadium" and set out to build at once a "U" curve joining the eastward ends of the finished sides. Because of expensive wintertime construction, foundation difficulties, and other unforeseen obstacles, all financed on a cost-plus basis, the total cost of the enlarged structure was \$713,143.67, including that for money-raising. Through the help of "fans" and wellwishers, notably the Rev. Richard Aspinall, Pastor of the Terra Alta Methodist Episcopal Church, the stadium corporation hoped, however, to raise this sum by additional subscriptions. Under these conditions the stadium corporation was able, through the endorsements of about six hundred public spirited persons, to borrow funds to liquidate its indebtedness, and on November 14, 1925, date of a University-Penn State game at Morgantown, it dedicated and christened the enlarged Stadium.

With 17,000 spectators and auditors following the dedicatory exercises by the aid of a benignly clear sky and a sound amplifier President Fleming of the stadium corporation presented the Stadium to the state of West Virginia as "a Gift of 8,000 Mountaineers." Then in turn Governor H. M. Gore accepted the gift in the name of and for the people of West Virginia; the Hon. J. J. Tigart, U. S. Commissioner of Education, recalled the part of stadiums in "the glory that was Greece"; and the University Cadet Band played "Hail West Virginia." To all the inferences were unmistakable, and with one accord most of those present agreed that the promoters of the Stadium were among the state's greatest benefactors.

From the standpoint of the expenditure involved the stadium gift was indeed unprecedented. Out of gratitude a majority of the students would have named it "Stansbury Field," but the director of intercollegiate athletics preferred "Mountaineer Field." Rumors to the effect that members of the University faculty objected to the structure because it marred the scenic beauty of the campus, were dismissed as "Bosh" and "Nonsense." To those who had watched every step in the construction of the new playing field in the confident belief that its completion would mark another "new era" in the usefulness and the prestige of the University, "Mountaineer Field" was indeed a thing of beauty far surpassing that of its site, rugged "Falling Run Hollow," long adored by many for its natural beauty.

Because of a temporary letup in the coal business in 1925-26, the expected contributions to the stadium corporation were not forthcoming, but the football gate profits were "good," that for 1926 being almost \$73,000 with an over-all net of almost \$70,000. The seating capacity of the Stadium having been increased to about 32,000 in 1924-25, it was thus confidently expected that the profits would increase annually. Consequently, the stadium corporation had no difficulty in 1926 in placing a bond issue to liquidate its current indebtedness in the course of five years. The largest purchasers were resident state and national banks and University alumni, some of them non residents.

In compliance with requests from some of the stadium bondholders and as a means of shifting its own responsibilities, the state board of control then returned the ownership and the control of the Stadium to the stadium corporation during the period then considered necessary to clear its "gift" to the state of indebtedness. In the confident belief that Director Stansbury could go through with this arrangement, he was given complete control of all receipts and disbursements and was not required or expected to make regular accountings. With only State Superintendent Ford of the state department of education objecting, the state board of education gave indirect approval of the above arrangement by giving Director Stansbury, under a similar arrangement, control of all receipts from and for athletics. At the same time, it increased the annual budget for intercol-

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legiate athletics at the University to \$39,500 and advanced the salaries of Director Stansbury and Coach Rodgers to \$7,000 and \$6,000, respectively.

During the five year period of expected sufficiency (1926-31), the stadium corporation met its obligations, both fixed and current, through the sale and resale of bonds aggregating \$525,000 and through gate receipts and student fees, but exigencies of the Depression all but dried up these sources of revenue, the "net gate" for 1930-31 being only about \$2,200. As a consequence, the stadium corporation experienced difficulty in refinancing its obligations at the end of the five year period. Meanwhile, "interested parties" tended to emphasize the commercial phase of intercollegiate athletics to the detriment of the sports phase. Regardless of prior commitments respecting schedules and guarantees, they were thus prone to judge the merits of both the director and the head coach by their ability to attract "profitable gates." Moreover, common efforts incident to athletic financing made for friendships which at opportune times sought to control the presidency of the University, thus alienating many others.

The resulting situation was especially trying for coaches, as indicated by the results of the 1926 and the 1927 seasons. Following a good showing in the early part of the former, the University was defeated by a powerful University of Missouri team by a score of 27 to 0 and went into a slump, losing all the remaining contests of the season, except that with Centre College, Kentucky. The gates were still good however, that for the Missouri game being about \$27,000 and the over-all net for the season was about \$70,000, and criticism did not become vocal. But it found vent in 1927 when the record showed only two victories, three ties, and four defeats, and the over-all net was only \$46,250.

There was a comeback in 1928 when the Mountaineers won all the games on their schedule, except that with Davis and Elkins College which was lost by a score of 7-0, and that with Georgetown University which was lost by a score of 12-0. As usual, the Thanksgiving Day contest was with the "Presidents" who were defeated by a score of 14-0, but the high point of the season was the contest with Pitt, which was won by a score of 9 to 6. For a time thereafter fans sounded the praises of Coach Rodgers and his assistants, Walter Mahan and Ross McHenry. It was at this time that Rodgers was nominated for a place in the football hall of fame and that his alleged achievements in teaching the Eastern football coaches the possibilities of the forward pass were reviewed.

In 1929 the team went into another slump winning only four of ten contests and breaking even in the next season. The results were reflected in the net gates which dropped to \$52,652 and to \$51,397, respectively, and "interested alumni" and "friends of the University" demanded and secured a new coach in the person of Alfred Earle "Greasy" Neale. To his numerous friends and admirers, the gates not being hopeless, Coach

Rodgers was the goat in this change, but other factors were involved. First of all was the ineffectiveness of the alumni in recruiting football material, much of it being too raw to develop into star players in the time allowed, but the general public had come to regard the athletic setup as capable of working miracles. Moreover, beginning in 1926 an "athletic squabble" had divided the state into hostile factions.

The "athletic squabble" just referred to was somewhat novel. Although it had been brewing since 1923 when Superintendent Ford opposed the salary increase of the director of athletics at the University, the expansion of its athletic budget and the autonomous position of the former, the squabble was precipitated in February, 1926, when President Trotter was ordered to take the necessary steps to make the University a member of the West Virginia Athletic Conference organized in January, 1925, for the purpose of promoting all kinds of inter-collegiate athletics, of promoting true sportsmanship, and of keeping athletics within proper bounds.

Like his predecessors during about forty years, Superintendent Ford was imbued with the idea of a state educational system with one governing board and with the University as the capsheaf. Under the circumstances, he was irked because of a situation in which he alleged that "the tail was wagging the dog." As a remedy for this "intolerable" situation, he insisted that the University should take the leadership in the newly formed State Athletic conference, but he was willing to accord it "the proper freedom" to make schedules with out-of-state teams.

To Superintendent Ford's professed surprise, his plans and proposals brought a vigorous protest from Director Stansbury which was sustained by a committee representing the student council. After hearing both, the board sustained Superintendent Ford and again ordered President Trotter to proceed in keeping with its previous order. But the athletic board refused to take the necessary action to make the order of the governing board effective.

In defense of this action Director Stansbury, the student body, and the alumni generally claimed that compliance with the board order would restrict University athletics almost entirely to West Virginia; that it could not, because of its financial obligations, afford thus to curtail its possible sources of income; that membership in the State Conference would classify the University as a small and even an inferior institution; that the Conference was not needed; that the students and alumni generally were opposed to the University becoming a member; and that in no event should membership be forced upon it by the arbitrary dictates of one person.

In reply to these representations Superintendent Ford directed the University Athletic Board to cease discussing the propriety of the order of the state board and to take the necessary action to make it effective. Moreover, in an open letter he again questioned the soundness of a situa-

tion in which the director of athletics could determine the policy of the University and boldly defy the orders of the governing body.

In his reply to Superintendent Ford, Director Stansbury indicated that the University Athletic Board had always been "willing to lend its sympathetic cooperation" to efforts of the Conference to better the status of athletics within the state. Moreover, it would agree to refuse to meet teams from any institutions in the state which were not members of the Conference, thus giving it as effective support as if the University were itself a member. But he made it clear that the commitments and the out-of-state relationships of the athletic board were such that it could not and would not accede to the order of the state board. Moreover, he declared his intention not to listen to the state superintendent in matters pertaining to athletics.

In justification of these pronouncements the director of athletics reviewed the budgetary situation with respect to University athletics and the method of dealing with it. At that time the budget for physical education and athletics totaled \$85,000 annually, of which the state provided only \$10,000. Receipts from students' fees amounted to about \$17,000 leaving \$58,000 annually for the director to raise from the net receipts of games. Failing in that, he was permitted to borrow on his own responsibility and that of his personal friends. For obvious reasons he had been given a large leeway in the common effort "to make the University a comparatively great institution." During the two preceding years he had however encountered "a dead hand" but he warned that "a day of reckoning" was near.

As indicated by Director Stansbury, "a day of reckoning" was near. In its annual meeting of June, 1926, the Alumni Association severely condemned Superintendent Ford and launched a movement for a separate board of governors for the University. President Trotter was thus placed in a dilemma between the state board of education dominated by the state superintendent on the one side, and the state board of control dominated by his former steadfast but then wavering friend Lakin on the other. It was under these conditions that President Trotter again offered his resignation and that the board began in earnest to look for his successor.

As intended, the state legislature was the arbiter in the matter. As indicated elsewhere, it placed the University under a separate board of governors vested with control of its educational policies. The new board began at once to look for a new president of the University, and shortly after his election Director Stansbury's autonomous control of University athletics was renewed and his salary was increased from \$7,000 to \$8,000.

Although few of the alumni and fewer of the general public understood the interplay of forces responsible for these changes, generally they regretted that they could not have been effected with greater regard for approved academic practices and with less regard for personalities. As

previously indicated the results were severely criticized by the current survey of education, but its statements, although supposedly scientifically determined, were lightly regarded, because of the general belief that they were in compliance with the wishes of the state superintendent and the state board of education.

Phases of the athletic situation at the University were disclosed also in the discussions incident to its expulsion from the North Central Association of Colleges and Secondary Schools in March, 1926. This action was taken following Director Stansbury's frank admission of the fact that University athletics were then being subsidized by alumni contributions and the fact that athletic receipts and expenditures were not audited. In explanation he disclosed that the state board of control, in lieu of assuming responsibility for the Stadium debt of about \$250,000, had authorized him to divert the net receipts of all games for that purpose. As no accounting had been asked, none had been made, but he indicated that he was prepared and willing to make an accounting at any time.

Under the circumstances, particularly in view of the fact that the practice of subsidizing promising athletes through "athletic scholarships" was general, the expulsion of the University fell somewhat flat. Generally, it was considered precipitate and unnecessary, but the desired accounting was made as a condition to its readmission. The control of University athletics was also taken from the athletic board and formally vested in the University council of administration and the athletic board was formally constituted the faculty agency for determining questions of eligibility of players. As a consequence the University was in March, 1928, readmitted to membership in the North Central Association.

The new athletic setup was hailed by "fans" as "the beginning of a new era." Completion of the Field House, which incidentally had been designed primarily for intercollegiate athletics rather than for a physical education program, early in 1929 removed "the last major obstacle . . . in the matter of arranging well proportioned schedules," and the "First Annual Indoor Games Program" was held there on March 23, 1929. Asserting that Director Stansbury "had made West Virginia University a university," "fans" would have named the Field House for him. To them he possessed all the financial wizardry of a Ponzi and the honesty of a Diogenes. On the other hand, State Superintendent Ford regarded the athletic situation of the University as far from wholesome.

Director Stansbury's resourcefulness in putting the University on the intercollegiate football map and in laying incidentally a basis for the present physical education program, was perhaps at its best in the construction and the financing of the Field House. After repeated failures over a period of years to get the legislature to appropriate funds for a "gymnasium" and after seeing funds appropriated for that purpose in 1921 and again in 1923 slip from his grasp by diversions for other uses,

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the 1927 session appropriated \$85,000 for each year of the 1928-30 biennium and authorized the state board of control to contract for the construction of "a men's field house" on a three year plan and at a cost not to exceed \$255,000.

Proceeding on the assumption that the legislature would not rescind or reallocate its appropriation and that the 1929 legislature would provide an additional \$85,000, Director Stansbury persuaded the state board of control, dominated by his friend Lakin, to let the contract for the proposed building at the earliest possible date, July 1, 1928. On a "when and if" basis he then sold \$170,000 worth of notes to West Virginia banks and secured funds to carry the construction to completion. Thus the Field House was completed and in use before all the funds needed to finance it had been appropriated.

In like manner athletic gate receipts and fees totaling about \$61,000 that might and perhaps should have been used to help finance Mountaineer Field, were used to furnish the Men's Field House with lockers, seats, and other equipment, and the legislature was later persuaded to reimburse the stadium corporation for the expenditure.

(b) OTHER SPORTS

There was a University baseball team each year of the 1909-1929 period, and it won a majority of the scheduled contests each season except two, one of which resulted in ten victories and ten defeats. Because of inability to complete full schedules in the tri-state area in the pre-World War I years, games were scheduled with independents, professionals, and intrastate colleges. The intrastate contests with West Virginia Wesleyan and Marshall colleges were in fact the most popular of the entire series, involving as they did the state championship. In 1915 this coveted honor was won by Marshall College, and it was the runner-up in 1916. Except in 1914, when the team was trained by B. P. Pattison of Michigan Agricultural College, at a salary of \$300, it was coached from and including 1913-1917 by C. T. Hickman, a former major league star.

After the manner of the football aggregation the baseball team came back strong following World War I. Beginning in 1918 it was coached by Kemper Shelton, a former varsity player who had won national honors. The teams coached by him that year and in 1919 were among the best ever to represent the University. The former won thirteen of sixteen scheduled games, and the latter lost three and tied one of a schedule of eighteen contests. In 1920 Ira Errett Rodgers took over the coaching.

Following creditable records through 1920-23, the team went into a slump in 1924 because of a shortage of pitching material. It came back in 1927 to win thirteen of the twenty scheduled games and eleven of the fifteen scheduled in 1928. The most significant development of the later years was the inability to schedule games with colleges in the tri-state area.

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For a time acceptable rivals were sought elsewhere, sometimes at great distances, but the ventures were not always profitable financially and had to be abandoned. As a consequence, games were again scheduled with intrastate colleges and with independents and professionals. Thus Marshall College got back on the University schedule. In 1927 it won one of the two games scheduled with her.

For lack of playing quarters basketball was abandoned in 1908, but it was revived in 1915 when arrangements were made to use the Armory for both practice and scheduled games. Because of impending war possibilities, the Army cancelled this arrangement, and the regents, intercollegiate contests having been scheduled, built "The Ark," an improvised frame structure located on the site of the present Field House and designed primarily for basketball. With improvised bleachers on each side and barely enough playing space in the middle, this structure was completed on January 4, 1916, and the first game was played a few days later. The 1915-17 teams were coached by Director G. E. Pyle, and, despite the unsatisfactory playing conditions, they made a creditable record: 28 wins to 22 losses.

When Director Pyle joined the armed service in 1917 Harnus P. Mullenex who, as coach at Davis and Elkins during 1915-17, had developed "one of the fastest and cleverest teams in the state", was employed to coach the University team, but for some unexplained reason his laurels turned to willows. To make a long story short, his team lost every game but one played in 1918 on other courts and won only three of those played at home. The team did better in 1919 winning eight of the sixteen scheduled games, but it was generally agreed that a new coach was needed.

Beginning in 1920, the basketball team was coached during the remainder of this period by Francis Stadsvold who introduced a modern coaching system and seven times won a majority of the games on season schedules. By winning fourteen out of sixteen contests in 1924 he earned first place in the tri-state area. Outstanding among the players that year were Pierre Hill, guard and captain, who was later center on the Charles E. Hodges, "West Virginia All-Time Five"; Roy M. Hawley, a steady and reliable center who later captained the 1925 quint; Douglas Bowers, the greatest varsity guard and captain of the 1923 team; Homer Martin, a stellar forward who had captained the 1921 quint; and Natus Rorhough who captained the 1926 outfit, but the squad of fourteen contained other stars. The team was "the speediest aggregation of basketball players to wear the Old Gold and Blue to that time", but the succeeding teams made good records. During the entire nine years only one rival team, the Grove City College, consistently maintained the edge on the West Virginians, but two victories by the latter in 1928, together with that of 1924, tended to even the score. In 1928-29 the West Virginia five stood

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fifth in the East. Although intrastate competitors sometimes won, their record of eight victories to twenty-eight defeats was not impressive. The period ended with the University winning twelve of the eighteen scheduled games in 1928. The Ark having been removed to provide space for a proposed field house, the home games were played in the gymnasium of the Morgantown High School, which was also used in 1927-28 by the University for practice.

In the opening years of this period the University sponsored tennis, bowling, and track teams; but chief interest was in track. Bowling was restricted largely to fraternity teams. In February, 1913 they participated in a bowling tournament of thirty-six games, and an intercollegiate tennis schedule of a few games was played in 1915. Although there was no coach in track and the expenditures were limited to \$150 in 1912, a University team won the state championship in 1914 with 51 points to 49 for Wesleyan, seven for Salem College, five for Marshall College, four for Glenville Normal, and one for Davis and Elkins.

Director Pyle was a stimulating influence in general athletics, but he gave special attention to track, the Ark being used for indoor practice. Under his direction the University won the 1915 All-State meet at Clarksburg, a dual meet with Marietta College, and a triangle meet with Marietta and West Virginia Wesleyan colleges. In 1916 the University team won two meets—one with Ohio University and the other with West Virginia Wesleyan College, but track and kindred sports were neglected during the war.

As in other fields of athletics, there was a vigorous comeback in track in the post-war period. In 1919 a University team won four dual meets, but chief interest that year centered in the Second West Virginia High School Track and Field Meet held at Morgantown in May, 1919. Beginning in 1918 these meets were held annually in May. The winners were Huntington (1918, 1919, 1920, 1927), Pennsboro (1921), Parkersburg (1922, 1923, 1928), and Charleston (1924, 1925, 1926, 1929).

With the beginning of the 1920 season, the University had its first coach of track and field athletics in the person of "Nate" J. Cartmell. Under his teaching it took fourth place in the Tri-State Championship contest of 1921. After a record of marked progress under adverse conditions Cartmell resigned at the end of the 1921-22 season and was succeeded by Earl H. Thompson, a former Dartmouth star, who on March 1, 1923 gave way to Arthur "Art" N. Smith, a track coach and physical trainer. While training football and other teams, Coach Smith did more than anyone else to put track athletics upon a successful and respected basis. Beginning with 1924, each succeeding year was pronounced his "most successful." The record for 1924 included victories over West Virginia Wesleyan, Bethany, and Pitt; that for 1925 victories over Marietta College and Pitt and a near victory, 26 to 25, in the triangular meet with

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Navy and Pitt; that for 1926, the fourth consecutive Tri-State Championship, and the defeat of Pitt; that for 1927 saw new individual records in the "Big Four" meet composed of Pitt, Washington and Jefferson, Carnegie Tech, and West Virginia University; and that in 1928 with victory in the "Big Four" in "the most successful season yet." With the completion of the Field House in 1929 the record was even more impressive. With the adoption of the one year residence rule, freshman teams had meanwhile been developed in track, football, baseball, and basketball.

Both tennis and wrestling were introduced early in the post-war period. With Captain H. L. Mumma, Commandant of Cadets, as coach, the tennis team won second place in the tri-state contests of 1921, and he continued to coach winning teams until 1926, when the site of the courts was appropriated for other uses. With H. B. Dayton as coach, wrestling was introduced in 1921. His team won five of eight contests in 1922 and six of eight in 1923, when he resigned and was succeeded by Stephen "Steve" Harrick who developed teams that made good records: two wins to one loss in 1924; four to one in 1925; three to one in 1926; two to four in 1927; and two to four in 1928 in ever increasingly difficult schedules. Although boxing was proposed in 1924-25, it was not introduced until 1928-29, when an Eddie Vacheresse coached team won two bouts and lost four in an informal match with Penn State. In the same year H. L. Samuel was director of intramural sports, West Virginia University being the first school in the East to establish such a program with a full-time instructor. This phase of student activities will however be considered in connection with the department of physical education.

In keeping with the policy of the administration to emphasize athletics the Woman's Athletic Association was organized in 1922 with a membership of about 200. Each department had its own manager, who together with the officers of the Association, comprised the Women's Athletic Council. Like the men's association, the Women's Athletic Association was a member of the National Athletic Association and sent delegates to all national conferences. There were regular teams in field hockey, basketball, baseball, tennis and track, and numerals and W. V. letters were awarded. Dancing was taught regularly, and those who had technical and artistic skill in this field were eligible to membership in the Orchestis Club. Beginning in 1923 the May Festival, later featured by the crowning of the May Queen, was sponsored by the Women's Athletic Council.

(c) TRENDS

Joint products of the Industrial Revolution and the new education, the students of this period were increasingly eager for change and hostile to traditions. As the control of the University was ultra conservative, the reactions thereto seem to have contributed liberally to Westbrook

Pegler's "era of wonderful nonsense", as he styled "the teeming twenties". However that may be, "paddling" and "hell week", forms of fraternity hazing, were not carried to greater extremes anywhere than on the campus of West Virginia University. Only once in this entire period were the "freshman rules" permitted to lapse, but they were restored with increasing severity after a brief period. About the same time the Y.M.C.A. was given a monopoly on the freshman cap racket. As a result of the Seventh Annual Beauty Contest *The Athenaeum* in 1929 demanded abandonment of the "ridiculous" practice which, because beauty was both God and drug-store made, had become a misnomer fraught with corrupt politics and invidious distinctions. Moreover, student elections, both in the polling and in the counting were featured by dishonesty; "stunt night", introduced in 1912; "sneak day" for seniors; and "bell dismissal" of classes of over-zealous instructors were rather presumptuous usurpations of authority, and some organization names were far-fetched, as for instance "The Amicable Society of Rail Splitters", not a member of which had ever split a rail.

On the other hand some of these innovations contributed to progress. For instance, "Stunt Night" was the forerunner of "Student Night", a comparatively dignified and useful feature. In the absence of well-worked out and generally accepted plans for the growth and expansion of the University, student demands were fruitful stimuli to progress. For instance, their requests for pure drinking water resulted in the installation of the first drinking fountains in the hallways and in the president's office. With coaching from those responsible for physical training programs, student agitation was largely responsible for the Field House and the Womans Building. Through their "emisarries" of "Mountaineer Week", they were a helpful agency in advertising the University to high school graduates; the successful "coke strike" following World War I, was a helpful suggestion to other consumers in dealing with rising prices; on the score that they had passed the high school stage, many of the seniors would have dispensed with caps and gowns, and their insistence was partly responsible for the tendency to discredit that "empty show"; the "big sister" movement, first sponsored by the Y.W.C.A. in 1914, proved so helpful in acclimating freshmen that it was later adopted by the sororities and in a modified form by the fraternities; student conducted convocation, one day in each month, tended to keep alive a dying institution.

Proponents succeeded in selling the honor system to a large portion of the student body, and rules and regulations were adopted for putting it into effect. Strange as it may seem, this was prevented by stubborn faculty resistance. So long as even a few students persisted in pilfering electric light bulbs, in stealing from one another, and in stealing and mutilating library books, a majority of the professors refused to surrender responsibility for conducting examinations. The refusal of boys to tell on

girls suspected of cheating and of girls to tell on each other were however the determining factors in the matter. Throughout all the agitation incident to this movement no reference was made to the fact that the honor system was used during several years in the 1870's and 1880's.

In their quest for an appropriate college song the students were more happy and more productive. After several rejections by various organizations, including the student body, in 1915 the Y.M.C.A. offered a prize of \$150 to stimulate additional efforts. As the contest thus launched was open to both students and alumni about forty songs were submitted. Of all these "Hail West Virginia" was the favorite, and it was accordingly adopted by the student body. The words of this song were written by F. B. Deem and the music was by Earl Miller and L. E. McWhorter, all University alumni.

Student life was reflected also in the campus dances. Although dancing of any kind was forbidden as late as 1901, it was the center of University social life by the beginning of this period. The first Pan-Hellenic dance took place on September 13, 1910, and the Military Ball climaxed the social season of that year and "surpassed all previous ones." For attacking them in a newspaper article a puritanically inclined student was foully dealt with in 1914, and a movement to abandon the "Junior prom", begun in 1904, for financial reasons was attributed to a lack of college spirit and was not permitted. In a short time after the Greek letter fraternities were permitted to have "open house", the campus was described as "dance crazy", but members of the faculty, particularly those engaged in physical training, approved of "proper dancing" which was then being taught regularly. In January 1924 students objected to paying eight dollars each for admission to the Military Ball; but they paid it and the resulting event surpassed every former attempt in "elaborateness and completeness". Admittedly, it had cost more, but the editor of *The Athenaeum* justified the expenditures on the score that the University "was keeping up with other institutions".

Thereafter an increasingly larger number of students would rather have missed making their courses than their group formals, and each Military Ball and Junior Prom was described as grander and more elaborate than the preceding one. More and more, all formal dances were attracting an increasingly larger number of visitors. The university campus was in fact tending to be what Woodrow Wilson found Princeton in 1901, "a delightful place socially."

The practices with respect to smoking were revealing. Although it increased noticeably among the men following World War I, little was said about it until in March, 1922, when *The Athenaeum* stated that the entrance to Woodburn Hall was then being cleared of cigarette stubs six times a day and that freshmen were being required to use the rear entrance to relieve the congestion produced by the smokers at the front en-

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trance. About one year later, following an investigation by the state fire marshal, smoking at the entrance to and in all University hallways and rooms was forbidden and the state board of control was ordered, where necessary, to change all doors so that they would swing outward instead of inward and to provide adequate fire escapes. In approval, *The Athenaeum* said, "All students of the right sort will recognize the wisdom and authority that is behind this order."

About a year later Dr. M. L. Bonar of the School of Medicine confirmed the alleged physical injuries resulting from smoking and appealed to the women to help arrest the growing tendency in that direction. Early in the next year Mrs. Dora H. Stockman of the Michigan State Grange, in a public address at the University, declared that "white coffin nails" were annually nailing down the lid of opportunity for thousands of young men, and a number of prominent University students went on record in disapproval of women smoking. Dean Simpson of the College of Medicine could not believe reports that the girls were smoking and indicated that any caught in the act, should be spanked but not banished from society. As the result of a personal investigation a reporter on one of the Morgantown daily newspapers indicated that there was very little smoking among the University women, and the editor of *The Athenaeum* appealed to the men students on the score of pride not to render the approaches to the buildings unsightly. It indicated moreover that persistence in such practices would necessitate remedial legislation.

Rumors regarding the increase of smoking among women students persisted however. Consequently, President Trotter, in December, 1926, issued an order forbidding smoking in Woman's Hall and in student rooming places both public and private, and a few students were expelled from the University for violating the order. The following year a University student was arrested by the local officials and charged with smoking cigarettes in violation of a state law which forbade any person under twenty-one to purchase or smoke cigarettes.

Although the University professors, as indicated by a request from five of them for permission to smoke in the cafeteria, were already tending to follow the way of the world in this matter, and although the co-eds had for sometime been smoking in the local pharmacies and in restaurants, President Trotter's successor was a factor, perhaps the decisive one, in breaking down one of the last puritanical traditions of the University. Whether intentionally or not or whether in keeping with his own habits and convivial practices, he openly defied the existing laws and regulations with respect to smoking in the University buildings. Under such conditions ash trays found a way not only to his office but also to the office of the board of governors and to the offices of deans and professors. An investigation made that same year indicated that a majority of the girls were smokers. Many of those in the dormitories disguised it by burning in-

cense; others smoked in drug stores and restaurants; and still others resorted to agreeable private homes. As a consequence *The Athenaeum* concluded that "CIGARETTE SMOKING BY WOMEN CANNOT BE STOPPED EXCEPT AT THEIR OWN OPTION."

The changed conditions were not however without repercussions. Generally University authorities proposed regulation; others, including alumni, were alarmed because of the unfavorable advertising given the University; and still others suggested a common smoking room for women. In response to the last named suggestion the Central Union of the State W.C.T.U., in session at Fairmont, went on record as "being strongly opposed to any movement that would have for its purpose the establishment of smoking rooms for women on the campus of West Virginia University". As yet women did not smoke publicly in or about the University buildings.

Trends in student life were reflected also in their attitude towards prohibition. Under the spell of evangelical orators bent upon banishing the "hated saloon" and the "vile cigarette" from the land forever, only thirty-one votes were cast against the state prohibition amendment in a self-conducted poll of the student body in 1912, and they were reported as having been cast as "a joke". In this the students were in accord with the predominant sentiment of the state which that year approved prohibition by a majority of 91,000. But national prohibition had not advanced very far in the "Golden Twenties" before most men students who attended social affairs, had "something on the hip" and women students were helping them to take care of the contents. At the same time students attended classes in a state of intoxication and a larger number were unable to make their classes at all following open-house weekends.

With one accord the changed situation was attributed to the alleged folly of those responsible for sumptuary legislation that was disapproved by the people. As determined by the experiences of West Virginia a more effective cause was the fact that the people in general had lost their zest for prohibition and, as in 1912, the students followed the example of their parents and their teachers.

Despite their proneness to alleged vices, neither the students nor those responsible for them had lost interest in the Church. Of all the matriculates in the first semester of 1927-28 only 126 expressed no church preference. The others were self-classified as follows: Methodist Episcopal, 742; Presbyterian, 488; Baptist, 259; Catholic, 231; Jewish, 133; Episcopal, 135; Disciple, 126; Methodist Protestant, 63; and miscellaneous, 88. Since 1924 the Wesleyan foundation of the Methodist Episcopal church had looked after the spiritual welfare of the students. Beginning in January, 1924, the Rev. Monsignor James S. Newcomb took charge of the Newman Club, and in January, 1926, Newman Hall was dedicated for its uses. The Y.W.C.A. was active, but the Y.M.C.A. had not functioned

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since 1923. From time to time the students heard such evangelists and social workers as Raymond Robins and Sherwood Eddy. When President Trotter in 1928 refused to permit Kirby Page to speak on the campus "because of certain views" held by him, students rented a down-town hall and heard him there. Largely because of down-town influences, they were however less liberal with respect to William Green, President of the American Federation of Labor. In 1925 they circulated a petition asking that the permission previously given him to speak in the University Stadium be rescinded. The petition was denied.

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Registration in the eleven state supported institutions of higher learning increased phenomenally in the last decade of this period. As of October 15, 1927, the total was 6,726, of which number 3,354 were women. Of the total 2,553 were in the University and 1,247 were in Marshall College. At the same time the aggregate enrollment of the eight private and denominational colleges was 1,968 distributed as follows: Alderson Junior College and Academy, 43; Bethany College, 334; Davis and Elkins, 285; Morris Harvey, 115; Salem, 469; Storer (including high school), 179; and West Virginia Wesleyan, 347. To accommodate the increased enrollments practically all of the institutions had embarked on a building program which in some cases, as at the University, was extensive. As yet, however, the progress was largely material.

In October, 1927 every county of West Virginia, except Lincoln, was represented in the University enrollment, but the enrollments of the other institutions came largely from the counties in which they were located and from the adjoining counties with a somewhat wider distribution for each of the private and denominational institutions. Or, whereas only 17% of the matriculates in the University resided in Monongalia County, 73% 77%, 78%, and 89% of those in the Glenville normal, in the Concord normal, in the Fairmont normal, and in the New River State school resided in the counties in which these respective institutions were located. The total enrollment, excluding teacher training institutions, was however only 59% of the West Virginia college and professional students attending institutions of higher learning, and only 53% of the resident students doing graduate work were enrolled in the state. Although most of the institutions of higher learning were located on the outer edges of the state, only 12.1% of the total enrollments came from other states. In some of the years following 1919 each county of the state was represented in the University enrollment which contained students from 26 other states and five foreign countries.

As of February, 1928 the physical plants, including buildings and lands, of the state supported institutions were valued at \$15,125,000, and the personal property was worth about \$1,450,000, additional. The

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value of the plant sites varied from \$375,000 for West Liberty to \$1,250,000 for West Virginia Collegiate Institute, to \$2,600,000 for Marshall College, and to \$7,000,000 for the University, and the differences in per capita expenditures ranged from \$145 at Bluefield Colored Institute to \$425 at Potomac State School. Most of the financial support came from state appropriations and from fees and tuition, but an appreciable part of the income of the University was from the federal government. In the 1922-27 period the portion of the total income derived from student fees varied from 2.9% at Bluefield Colored Institute to 12.7% at Shepherd College. In the same period 12.8%, 10.6%, and 3.9% of the total receipts of the University came from the following respective sources: federal, student fees and tuitions, and "other sources". The corresponding figures for West Virginia Collegiate Institute, the land grant college for Negroes, were 3.9%, 3.9%, and 6.1%.²⁹

Because the increases in the institutional personnels did not keep pace with the enrollments, the annual carrying loads for most of the instructors were also increased. For the Fairmont State Normal it was 343% greater in 1927 than in 1922. For the University the increase over the same period was 151%. For like reasons the service loads of the various institutions were increased. For New River State the median number of hours was 34, but it was 50 for the Concord State Normal and 51 for the University.

Abuses in extension work were determining factors in the University rules and regulations governing advanced standing. Incidentally, the total registrations in correspondence and extension courses for 1926-27 were 1,273 and 793 respectively, with 75% of the total in the Concord, the Fairmont, and the Glenville normals and in Marshall College. On the other hand, the University was "conspicuous in not having had [since 1923] any student in either extension or correspondence courses, except in agriculture and engineering." It was largely because of its practices in these and kindred matters, particularly graduate work, that the University was in 1926 admitted to membership in the North Central Association of Colleges and Secondary Schools.

Despite this record of achievement educational matters in West Virginia were somewhat chaotic at the end of this period. For alleged irregularities and questionable practices the University had been suspended from membership in the North Central Association; the state was rocked by a "faculty row" involving the newly created College of Education, and by an "athletic squabble" involving the whole educational system, including the elementary and the secondary schools; in alleged defiance of law and generally accepted policy Marshall College had become an A. B. degree granting institution, and its president was leading the normal school bloc in an attack upon the University in matters involving appropriations for the state supported institutions of higher learning; despite

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the sufficiency of the University for all such needs, engineering courses were "rapidly developing" at Marshall College and at New River State School; teacher training courses were being offered at New River and at Potomac State schools in violation of the state constitution; there was lack of coordination between the high schools and higher institutions of learning, even the state supported ones; each institution had its own record forms and practices; much time and energy were wasted in administrative red tape; in some institutions of higher learning 25% of the teachers did not have degrees of any kind; little or nothing had been done towards retirement allowances for teachers; "the University did very little graduate work" and the other institutions less; contributions to knowledge, including those of the experiment stations, were comparatively meager, being only about one-third the volume produced in Indiana; a University library with accommodations for two hundred students was at times expected to accommodate five hundred; and the libraries of the other institutions were insignificant. Overwhelmed by the influx of students and by the inadequate accommodations, teachers and administrators alike concerned themselves primarily with lower division college work.

Some of the results of this status and the conditions which dictated it were revealed by J. F. Marsh, Secretary of the State Board of Education in "A Brief Survey of State Educational Institutions" as of 1926-27, which said:

West Virginia has lost much of its natural heritage through lack of scientific knowledge, business training and acumen, and a failure to train and select experts for technical State work. We produced no one with the vision to protect our virgin forests and to set apart great areas for future use when timbered land could be had for the asking; no State leaders were prepared to urge our pioneer farmers to retain all or a part of their coal land when trained geologists and capitalists from other States were purchasing priceless possessions for a pittance; no economists were at hand in the early years to indicate methods of building up permanent endowments for education and other public needs when we had public lands for sale and immeasurable quantities of untouched coal, oil and gas; no engineers were at hand to locate and construct our roads until we floundered in the mud for more than fifty years.

In general the legislature authorized Survey of Education of 1927-28, for which the "Brief Survey" by Secretary Marsh was a preliminary, confirmed his statements as quoted above and the existence of a generally chaotic condition.

On the other hand, constructive forces were working for the improvement of the situation. For instance, after a thorough and detailed investigation the University was admitted in March, 1926, to membership in the North Central Association of Colleges and Secondary Schools, at that time the standardizing agency for twenty-two northern and western states. Among other things, the investigation preceding admission indicated that 41% of its faculty of 141, including 28 women, held earned doctorates, and that in this matter the University was outranked

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by only four other institutions in the North Central Association. Moreover, classes were not oversized; graduates were pursuing successfully graduate studies elsewhere; and "the spirit of the University and the standards of scholarship" were "sincerely and genuinely high." About the same time Bethany, Marshall, and West Virginia Wesleyan colleges qualified for membership in the North Central Association; Fairmont State Normal was admitted conditionally; in 1928 the University was restored to membership; and a number of other institutions were admitted to membership in national associations.

More important still, leaders generally appreciated the need for unity and cooperation. In the failure of the legislature to define definitely the functions of the state normal schools, Marshall College continued to offer non-professional programs on the ground that the authority to do so was implied in the appropriations which made them possible. While indulging in this practice as a concession to local interest and enthusiasm, the state board of education was in 1926 engaged in reorganizing, simplifying and unifying the course of study for normal schools. It was also working on a project under which special types of training would be assigned to the different normals in a manner that would make the greatest possible use of the entire system. Moreover, it was planning a real university. More significant still, it had come to the conclusion that "it is inconceivable that West Virginia will ever need more than one center of learning worthy to be termed a university."

Thus the act creating a separate board of governors for the University came as a bitter disappointment and was on that account severely condemned by the contemporaneous Survey of Education. Temporarily at least it tended to confuse and complicate the situation, but the determination to create a real university and to raise the general level of higher education remained unshaken. Realizing that people tend to retrograde in the absence of knowledge and facility in using it, the leaders were seeking a way out through increased financial support and efficient administration.

NOTES

Chapter VIII — Part Two

1. *The School Journal*, Dec., 1929.
2. *The Athenaeum*, Jan. 17, 1924; *ibid.*, Oct., 25, 1925; *ibid.*, Jan. 14, 1926; *ibid.*, Sept. 29, 1927.
3. James E. Allen, "Davis and Elkins," (MS), pp. 8-9; Shawkey, *West Va.*, Vol. I, pp. 415-418; Miller, *Hist. of Ed. in West Va.*, pp. 260-262; Whitehill, *Hist. of Ed. in West Va.*, p. 151; Davis and Elkins College, *Catalogue*, (1941-1942), p. 12; George W. Peterkin to J. N. Camden, September 12, 1902, in "Camden Papers," in West Virginia University Library.
4. See T. W. Haught, *West Virginia Wesleyan College: first fifty years, 1890-1940*; Shawkey, *West Virginia*, Vol. II, pp. 25-28; Miller, *Hist. of Ed.*, pp. 248-252; Whitehill, *Hist. of Ed.*, p. 81.

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5. *The School Journal*, May, 1907; *ibid.*, July, 1907.
6. Marshall Buckalew, *Life of Morris Purdy Shawkey*, pp. 67-69; Letters of W. W. Smith, Alumni Secretary, to President O. I. Woodley.
7. State Board of Regents, *Bien. Report* (1910-12), pp. 77, 87; Carter G. Woodson, "The Anniversary Celebration," in West Virginia State College, *Bulletin*, series 3, No. 3 (1941); Daniel P. Lincoln, "West Virginia State College Serving a National Need," in *West Virginia Review*, Vol. XVIII, pp. 205-206, 212, 220; State Board of Control, *Report* (1914), pt. II, pp. 739, 744-747; *The National Magazine*, Dec., 1913.
8. In 1915 seventy-eight West Virginia Negroes were pursuing college courses outside the state. Prior to 1916 twenty-two graduates of the Colored Institute had enrolled in colleges outside the state and one of them had graduated from Ohio State University with honors. State Board of Regents, *Bien. Report* (1914-16), p. 81; State Supt., *Bien. Report* (1930-32), pp. 101-106; *The School Journal and Educator*, July, 1919.
9. This gift made a total of 16.29 acres in the site. See State Board of Regents, *Bien. Report* (1912-14), p. 40; *ibid.*, (1914-16), pp. 42-43. The total cost of the new building was about \$100,000; about \$58,000 from insurance, \$30,000 from appropriation, and the remainder from a supplemental appropriation. State Board of Control, *Report* (1919), pt. II, pp. 473, 482.
10. The members of the board of governors as originally constituted were E. G. Smith, Clarksburg; A. B. Koontz, Charleston; D. A. Burt, Wheeling; Gertrude Roberts, Huntington; Hugh Ike Shott, Jr., Bluefield; F. H. Babb, Keyser; and R. L. Ramsey, Wellsburg.
11. On Jan. 22, 1914, Dr. Reynolds was given limited service status at a salary of \$500. Regents, "Minutes" Jan. 22, 1914.
12. S. B. Elkins to Governor William E. Glasscock, Aug. 25, 1910, *Glasscock, Papers* in West Virginia University Library; W. E. Glasscock to Hon. S. B. Elkins, Aug. 30, 1910, *Glasscock Papers*; "The Inauguration of Thomas Edward Hodges."
13. *The Athenaeum*, May 11, 1912; *ibid.*, June 5, 1912; *ibid.*, March 1, 1913; *ibid.*, March 8, 1913; *ibid.*, March 15, 1913; *ibid.*, March 22, 1913; *ibid.*, Feb. 21, 1914; Buckalew, *Shawkey*, p. 94.
14. *The Athenaeum*, Feb. 28, 1914; *ibid.*, Feb. 20, 1915; *ibid.*, Feb. 27, 1915; *The New Dominion*, May 12, 1910; *ibid.*, May 19, 1910; *ibid.*, June 1, 1910.
15. The following tracts, together with the acreage of each, were purchased with funds provided by Monongalia County: John J. Reiner, 102.1 acres; Harlie Warman, 20.2 acres; C. R. Wilbourn, 62.67 acres; J. M. Reed, 84.36 acres; John L. Johnson, 258.8 acres; C. S. Cartwright, 62 acres; and Jerome Meeks, .63 acre—Total, 590.85 at a total cost of \$66,978.30. Board of Control, *Report* (1916), pt. II, p. 514; Board of Regents, "Minutes," November, 1916.
16. *The Athenaeum*, April 1, 1919; *ibid.*, Feb. 17, 1920; *ibid.*, Sept. 23, 1921.
17. *The School Journal and Educator*, July 1919, p. 84.
18. Buckalew, *Shawkey*, pp. 74, 87-89.
19. Because Professor Zern had practical experience, much was made of his election to the professorship in mining engineering to succeed Professor Brinsmade. It was noted also that the "New Professor" would have the cooperation of the state department of mines, of the West Virginia Mining Institute, and of the Engineering Faculty. *The Athenaeum*, April 6, 1912; State Board of Regents, *Report* (1911-12), p. 19.

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20. C. E. Lawall, "School of Mines of the University of West Virginia," in *Mining Congress Journal*, Oct., 1929.
21. By an act of 1947 the University board of governors and the board of education of Monongalia County, acting jointly, were authorized to select a name for the school more in keeping with its plans and purposes than that used in the authorizing act of 1927. *Session Acts* (1947), pp. 667-669.
22. State Board of Control, *Report* (1927), pt. II, p. 51.
23. *The School Journal*, April, 1915.
24. *The Athenaeum*, Jan. 16, 1923; State Board of Ed., "Minutes," Jan. 18-19, 1923.
25. *Alumni Quarterly Bulletin*, Aug., 1923; *ibid.*, Sept., 1924; *ibid.*, Nov. and Feb., 1925; *The Athenaeum*, Feb., 1923; Morgantown Post, June 14, 1926.
26. In the order of their succession the presidents of the student body in this period were Stanley Morris, 1921; C. P. Heavener, 1922; Robert Kelly, 1923; Forest Poling, 1924; Hardin Harmer, 1925; C. M. Lore, Jr., 1926; Nichell ("Nick") Kramer, 1927; W. H. Wooddell, 1928; Harrison Connoway, 1929; and John Philipps, 1930.
27. *The Athenaeum*, April 25, 1914; *ibid.*, May 2, 1914; Board of Regents, "Minutes," April, 1914; State Board of Ed., "Minutes," June 23-25, 1915.
28. The first Negro who played against a University team at home was Harry R. Jefferson of Parkersburg, West Virginia, center on Ohio University team, 1921. About two weeks later Charles West played against it as a substitute on the W. & J. team of that Year.
29. *Survey of Ed.* (1927-28), Vol. IV. pp. 60-67; *The Athenaeum*, Jan. 21, 1926; *ibid.*, Nov. 20, 1926.

CHAPTER IX

THE DEPRESSION AND AFTER

PART ONE: ELEMENTARY AND SECONDARY EDUCATION

THE DEPRESSION IMPACT

1. INTRODUCTION

WHEN THE Depression hit West Virginia in 1929 the total receipts for elementary and high schools was \$29,389,029.45, an all-time high. Four years later the total for these purposes was \$22,201,520.41. At the same time much of the real estate from which school revenues were derived, was being sold for taxes or being forfeited to the state; teachers' salaries were below twelve year minimums; school terms were shortened; and there was a growing demand for economy and for a return to fundamentals.

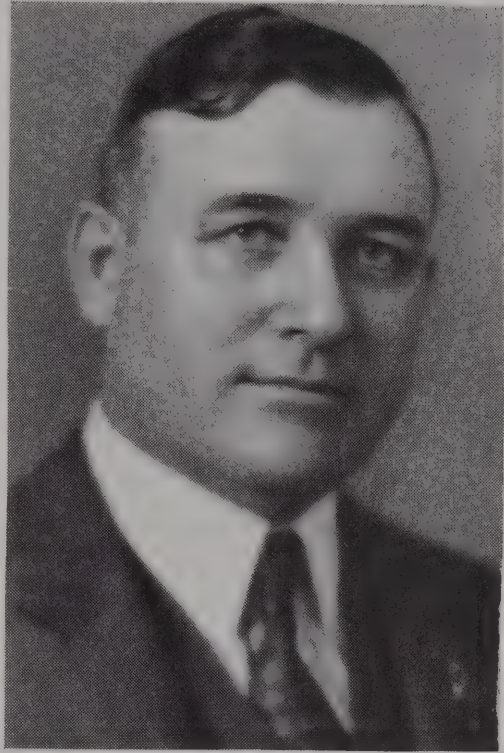
In response to these demands leading educators claimed that it was no more possible to go back forty years in education than in transportation. They also objected to the tendency to single out public education as an object of economy in the admitted emergency which, however grave, was not to be permitted to halt the progress of civilization. But there was no denying that a crisis was at hand and that economy and retrenchment were necessary. On the other hand, some welcomed the crisis as a means of forcing the state to assume a larger share of public school expenditures.

In 1929 State Superintendent Cook recommended that the state assume about one-third of the total cost, or about \$9,000,000, of which the following items were to be earmarked: About \$4,700,000 for salaries; \$1,500,000 for equalization; \$500,000 for consolidations; and \$225,000 for supervision. These recommendations were approved by the division of research and statistics of the state department and by the West Virginia Education Association, each of which urged acceptance on the ground that about 95% of the school revenues then collected in West Virginia were from taxes on general property, whereas the average for the country at large was only 73%. Ability of the state to carry the burden, even in a depression, was defended on the score that she ranked twenty-fifth in per capita wealth and that her per capita cost of education was only \$66.94, whereas it was \$102.05 for the country at large.¹ Moreover, she was then spending about \$190,000,000 annually for tobacco, automobiles, and entertainment. But the legislature took no action on the matter.

The depression years were not barren of progressive legislation. Forecasting enactment of a county unit law, the Wheeling Independent District was in 1931 permitted, with the approval of three fifths of the

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participating voters, to expand so as to include all of Ohio County. At the same time, county commissioners of school lands were required to make annual audits of their accounts and to give surety for the faithful discharge of their duties. In 1933 the Negro advisory council to the state board of education was converted into a state board authorized, jointly with the state board of education, to formulate and administer the educational policies of the state with respect to Negroes and to employ the teachers and fix their salaries in state supported colleges and in deaf and blind schools for Negroes.



W. CASSIUS COOK
State Superintendent of Free
Schools, 1929-1933

As the Depression approached crisis stage and became complicated by a deficit of about \$8,000,000 and by mismanagement of the school fund,² the 1931 legislature in extra session sought relief through an amendment to the state constitution. For purposes of taxation this amendment divided assessable general property into four classes, namely: personal, farm and residence, other non-municipal, and other municipal, and fixed the respective maximum rates at 50 cents, \$1.00, \$1.50, and \$2.00 in what became known as the "General Property Classification and Tax Limitation Amendment." This amendment required the legislature to fix maximum levies for each class of general property and to provide for increases in them. Such increases were not valid however until approved by sixty per cent of the qualified voters and could not be extended beyond a three year period, unless reapproved.

Chafing under the burden of an average tax rate of \$2.65 on each hundred dollars worth of assessed general property, the voters approved the property classification and tax limitation amendment by a large majority. At the same time (November, 1932) they effected a change in the political control of the legislative and in the executive branches of the state government by substituting reform-bent Democrats for Republicans who had grown somewhat careless as a result of long tenure.

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2. THE ENABLING ACTS

Because of possible pitfalls in the tax limitation amendment, there was general interest in the legislation necessary to implement it. Inasmuch as the maximum permissible levies were barely sufficient to meet fixed debt charges in a number of former school districts, it was generally believed that all levies for fixed charges were additional to those of the tax limitation amendment, and court decisions in other states similarly situated had sustained this belief. Acting upon it, the legislature, in House Bill 314 passed March 11, 1933, fixed the rates at the maximums and made the following allocations for schools: Class I, 28.1 cents, Class II, 56.3 cents; and Class III and Class IV, \$1.112 each.

As the schools had previously received only a pittance from the state, the 1933 allocation was regarded as generous. It was expected to net about \$16,200,000 which, together with \$5,500,000 promised state aid, expected federal aid, a state equalization fund, and savings variously estimated at from \$4,000,000 to \$4,500,000, was considered sufficient to assure a seven to eight month term for 1933-34 at basic salaries.

To the consternation of those depending on these calculations, they were nullified by a supreme court decision to the effect that levies for the payment of fixed debts were a part of the maximum rates of the tax limitation amendment and not additional thereto. At the same time the court ruled that such levies would have to be uniform throughout any given county and that existing debts would have to be paid by the contracting districts. This was despite the fact that ownership of their school property had, under a county unit law, been vested in county boards of education. As a result of this decision magisterial districts owing no or small debts in counties other districts of which owed fixed debts, were converted, either wholly or partly, into "tax pockets," from which little or no revenue for current purposes could be obtained. The total expected revenue under this enabling act was thus reduced to about \$8,800,000, and its effectiveness was destroyed.

As a result of this development the schools and all governmental agencies financed by tax revenues faced a crisis. School boards had contracted with teachers and for maintenance, but in some counties there were no tax revenues for either. With assurances that the legislature would not be expected to follow the recipes of a "brain trust," Governor Kump convened it in a second extra session to deal with the "forbidding picture." In response to his suggestion, on December 9, 1933, it passed an enabling act, by which the state undertook to assume all outstanding school and road bonds and thus to make available for current expenses all revenues derived from taxes in the counties. But the court made quick work of this act by ruling that the payment of local debt services

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with state funds was in violation of that part of the constitution which forbade the state to lend its credit to any local political unit.

Thus thwarted, the legislature in a third enabling act (House Bill 234) passed January 19, 1934, returned to rejected premises of the first enabling act (House Bill 314). Under the third enabling act, which the state supreme court of appeals sustained grudgingly, the maximum permissible levies were divided into two parts, namely: 30 per cent for debt services and 70 per cent for current operating expenses, including schools. In case the allocation for fixed charges in any former school district was insufficient, it might lay an additional levy to raise the required funds, but in case the 70 per cent levy was insufficient for its purpose, it could be extended only by authorization of the voters in the manner prescribed in the tax limitation amendment and by the county unit law.

With an additional \$5,000,000 in state aid derived from an emergency consumers' sales tax, total state aid for 1933-34 was increased to \$10,500,000. With \$558,350 federal aid, an equalization fund of about \$750,000, and the tax revenues, the total receipts for schools for 1933-34 were \$21,897,452.69, which, together with the savings effected through reforms and reorganizations, financed a nine month term for all of the counties. Though designed as an emergency measure intended primarily for schools but not so earmarked, the consumers' sales tax was continued, and by carrying deficits from year to year each and every county maintained a nine month term during 1933-1937. But increasing costs in salaries and in maintenance reduced the terms in a number of counties in the 1937-1939 biennium. Beginning in 1939 each county again had a nine month term.

3. THE COUNTY UNIT

Aided by the exigencies of the Depression, the tax limitation amendment paved the way for major reforms in the state educational system. In a series of regional conferences begun shortly after his election in 1932, State Superintendent Trent had indicated possible economies through the distribution of school funds on a basis of average daily attendance and the number of full-time teachers employed, instead of on the basis of daily attendance then used. Estimated savings varied from \$1,000,000 to \$1,500,000. Chief dependence was, however, on state aid, but there was no general agreement as to the source. Some thought it should come from a tax on incomes; others favored a more specific depletion tax than the existing gross sales tax; and still others favored a consumers' sales tax.

Motivated by the uncertainties of the situation, teachers and residents of certain independent school districts seized the initiative in the 1933 legislature by sponsoring a county unit bill. Alleging that the county unit system proposed at various times during the preceding half-cen-

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tury in the interest of equal educational opportunities, would result in a leveling down process that would be more injurious than beneficial, their bill was designed primarily to prevent such a contingency. Confident of the merits of the current system, particularly the willingness of the independent districts to tax themselves at a higher rate for schools than the magisterial districts, the respective average per capita expenditures for 1925 being \$84.28 and \$54.81, sponsors of the county unit bill tried to enlist Superintendent Trent in its support; but he declined to approve any bill which perpetuated the existing inequalities. Instead, he favored a county unit organization patterned after that recommended by E. B. Cubberly in his "State and County Educational Reorganization." With that in mind he succeeded in having the pending measure amended. But his amendment was rejected, and the legislature adjourned without taking further action in the matter.

Governor-Elect H. Guy Kump had meanwhile become interested in the county unit as an economy and an equalization measure. For these purposes he sponsored a county unit bill that eliminated independent districts, as a part of a reform program for the consideration of the 1933 legislature in extra session. In the ensuing weeks "Gov. Kump's County Unit Bill" was subjected to severe criticisms from various quarters, particularly the state senate where those interested in preserving the best features of the independent districts had able spokesmen. In answer to the charge that the bill was being forced upon the legislature by an "Administration Lobby," Governor Kump appealed to the public with the countercharge that the "School Lobby is as selfishly intent on maintaining its advantages as is any utility in maintaining its rate." When the bill came up for passage in the senate, petitions carrying about ten thousand names were presented against such action. But the Governor refused to make concessions, and the county unit bill became a law on May 22, 1933, effective from date of passage.

Except for residential requirements for members of the county boards of education and for the payment of existing bonded indebtednesses, the county unit law abolished 398 districts, 54 of which were independent, and their governing boards and substituted in their stead 55 county-districts and as many five-member boards of education. With no more than two from the same magisterial district the members of the new boards were elected by the voters from the county at large in the general election of 1934—two for two-year terms and three for four. In the interim ownership of all school property and control of school affairs were vested in 55 boards of five members each appointed by the state superintendent of free schools for two-year terms beginning July 1, 1933.

The county boards of education were corporations vested with ownership of all school property and control of all school affairs. They were required to maintain an office at the county seat and to staff it with

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the necessary force to maintain the schools on a basis of equality for all the school children of any county. Equality was in fact the compelling idea back of the county unit law. The county boards employed all teachers and fixed their salaries; they might establish "needed" high schools; in the interest of economy they might close and consolidate schools and provide for the transportation of children of school age residing more than two miles from a school by the "nearest available road or path."

County boards and state authorities functioned through county superintendents who, beginning July 1, 1935, with the expiration of the terms of the incumbents, were elected by the county boards of education. Beginning then the county superintendents were required to hold bachelor's degrees, to have at least eight hours of approved college credit in school administration and at least two years of teaching experience or its equivalent. They were required to "visit the schools as often as practical," to observe the instruction and the classroom management of the schools visited, and to make suggestions regarding them and their general sanitary condition. Not including state aid and a maximum annual travel allowance of \$300, salaries of county superintendents ranged from \$800 to \$3,000.

Because the county unit bill, as sponsored by the Governor, reduced the minimum school term to seven months and made no provision for supervision and for bond issues by the magisterial districts, it was opposed by Superintendent Trent who, regardless of the alleged emergency, favored a nine month term for both the elementary and the secondary schools. Through conferences the differences were compromised somewhat and the bill in its final form provided that, "The minimum term for both elementary and high schools shall be nine months or such part thereof as the maximum levy, as provided by law and by the equalization fund of the State, will permit." A provision of the act requiring boards of education to lay levies within the statutory maximums for the support and maintenance of libraries, medical and dental clinics, supervision, and extensions of school terms, when requested by a majority of the voters in any political subdivision of a county, was designed to meet other objections, but it proved ineffective in practice.

Despite admitted defects, the county unit organization effected changes possible only under extraordinary conditions capable of ignoring enervating traditions and of thwarting self-seeking interests. It also offered a compromise between Jeffersonian theorists favoring the greatest degree of local autonomy on the one hand and those on the other who favored state administration and control. Through resort to the courts citizens and taxpayers of the Charleston Independent School District tried to nullify the county unit act, but they were defeated and succeeded instead in making the tax limitation amendment and the county unit act

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more effective than they otherwise would have been. This was notably true of the provisions requiring the approval of 60 per cent of the qualified voters to authorize increases in the prescribed levies, which was interpreted to mean 60 per cent of the "participating qualified voters."

In less than a year after the county unit system of administering public free schools in West Virginia became effective, it attracted favorable attention throughout a large part of the United States. More than anything else it was responsible for a nine-month term during 1933-34 when thousands of schools in the country at large were reduced to six-month terms and the arrearages in teachers' salaries totaled millions. In an article appearing in *Current History*, April, 1934, the author claimed that West Virginia, in the matter of public school administration and opportunities for all, "stood out in sharp contrast to the experience of many of its sister states."³ For the story of the installation of the county unit in West Virginia and additional information regarding the results see "Administration and Supervision," page 650.

4: FUNDS AND SALARIES

The reform legislation incident to the Depression and the tax limitation amendment was continued in the general school fund act of June 3, 1933, otherwise known as the "Hiner Bill." Prior thereto state funds for schools had been distributed in comparatively small sums and largely as supplemental aid to poor districts unable otherwise to maintain minimum terms at minimum salaries. Under this system wealthy districts had financed themselves effectively until overtaken by the Depression. When all were forced to look to the state for large, many thought fabulous, sums, the question of their distribution in the interest of economy and reform became a major problem.

For these purposes the "Hiner Bill" redefined the "general school fund," indicated the sources of income, and allocated it for the following purposes: (1) Payment of the salary of the state superintendent of free schools and the contingent expenses of his office; (2) Payment of the salaries of county superintendents on the basis of twenty cents for each pupil in average daily attendance, not to exceed \$2,000 annually; and, (3) To supplement the tax revenues of each county-district by a sum sufficient to employ "needed" elementary and high school teachers for a period of four months at basic salaries ranging from \$55 to \$90 for the former and from \$80 to \$110 per month for the latter. Primary state aid necessary for this purpose was then estimated at \$5,500,000 which was derived from a privilege or franchise tax on corporations, a chain store tax, and a tax on gross incomes. In counties where the maximum levies and the state aid were inadequate to maintain the minimum term at basic salaries, the state superintendent was required to requisition the auditor for the necessary sum of secondary aid.

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The above provisions were largely in the interest of equal educational opportunities, but other provisions aimed primarily at economy and efficiency. This was notably true of that fixing the teacher load at 18, 22, 25, 30, and 38 per teacher as determined by the density of population in the various counties. This arrangement, together with a provision of the act permitting the state superintendent to close schools which did not maintain an average daily attendance of twenty and those that refused to heed his orders to consolidate, forced consolidations thus reducing the number of needed teachers and effecting desired savings.

The third enabling act having necessitated an additional sum of \$5,000,000 in primary state aid, changes in the school fund act of June 3, 1933, were considered desirable. Refusing to accept executive dicta to the effect that the state should guarantee only a four-month term and aim at only a seven-month term, the state department of education claimed the minimum term should be eight months and the goal nine. In support of this claim Superintendent Trent addressed a Charleston meeting of the county boards of education, which endorsed it and asked the governor and the education committees of the legislature to support it. Although the governor remained adamant in his refusal, the legislature amended the general school fund act so as to authorize the state to pay salaries for eight months and reduced the teacher load from 38 to 35 in densely populated areas. The additional revenue for this purpose was derived from an emergency consumers' sales tax intended primarily for schools but not so earmarked.

More than anything else perhaps the extension of state aid from four to eight months justified and sustained the county unit. With the aid of a small equalization fund, \$310,311.16 federal aid, and overdrafts totaling about \$700,000, every county in the state had a nine-month term in 1934-35, and some of the wealthy counties had enriched programs and paid salaries above the minimum. Otherwise, teachers in these counties would doubtless have continued to oppose the county unit law and might have forced its repeal.

Teachers' salaries were the crux of the general school fund act. While admitting that temporary reductions were necessary, the state department of education insisted that they should not and need not be drastic. On the other hand, the executive department claimed that drastic reductions were necessary in the interest of economy and a balanced budget. As effected in the reduction act of June 3, 1933, salaries were about twelve per cent less than the average of the schedule in force since 1921.

Taking advantage of the rush and scramble of the last hours of the second extra session of 1933 and of the desire of certain legislators to "help the school people," Superintendent Trent succeeded in having the seemingly harmless forty-six word salary reduction amendment amended

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so as to authorize increases for experience ranging from three to twenty dollars per month, as determined by the number of terms taught. The amendment as amended also authorized school boards to exceed legal minima in fixing the salaries of elementary and high school principals and provided that basic salaries in effect on June 1, 1933, would be restored on and after July 1, 1934. The "Basic and Advanced Salary Bill," in its amended form, was reenacted on March 15, 1934, and again became a law without the governor's signature.

In the exercise of his powers under the general school fund acts the state superintendent had meanwhile evolved one of the first state-wide single salary schedules for both elementary and high school teachers in the United States. In his first instructions to county boards under the county unit act he recommended the same basic minimum salary for collegiate elementary teachers as for high school teachers certificated on bachelor's degrees. With this beginning, in a short time the entire schedule conformed to his policy of the same pay for like certification and like work. The experiment attracted favorable attention throughout the United States.

5. THE AFTERMATH

Refusing to concede that the need for emergency financial legislation had passed and perhaps resentful of the tactics used to defeat features of his program in the extra sessions of the 1933 legislature, particularly those intended to lower salaries for a longer period than one year and to shorten temporarily the maximum school term, Governor Kump took a positive stand against the requests of the school people in 1935. Under the circumstances, the legislature having previously restored the 1921 basic salary scale for a term of eight months, effective July 1, 1934, he was willing to try to raise the revenues to meet the increased expenditures for 1934-35 but not for the 1935-37 biennium. Instead, he asked that the act increasing them be repealed, effective July 1, 1935, and declared his intention, in the event his request was not complied with, to test the constitutionality of the salary act. Ignoring the alleged emergency feature of the situation, the school people retained their advantages and asked that a "long term program," embracing a number of proposals, be enacted into law. As the differences were irreconcilable, the rival programs assumed phases that were reflected in state and national politics.

Although sponsored by a number of state organizations, including the American Legion, the Congress of Colored Parents and Teachers, the Federation of Women's Clubs, and the Federation of Labor, the long-term program did not fare well at the hands of the 1935 legislature. Throughout the session chief interest centered instead in the request for additional funds for the 1935-37 biennium and for back pay for teachers

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for 1934-35. For these purposes, the consumers' sales tax, an emergency measure first enacted on March 23, 1934, was reenacted; \$700,000 was appropriated for back pay; and state aid was increased to \$11,500,000 for each year of the 1935-37 biennium. On an oral opinion of the attorney-general and at the insistence of the public and of the state superintendent of free schools, impounded chain store taxes totaling \$946,862.46 were transferred from the state fund general revenue to the general school fund for 1935-36, which, together with a deficiency appropriation of \$1,278,950.00 for 1936-37, made possible a nine-month term in all the counties in the 1935-37 biennium.

Among other measures of the 1935 legislature was a concurrent resolution which required the governor to appoint a committee of five to study teacher retirement and permanent tenure and to report to the next regular session. Accompanying acts created a county board of trustees for a school and public library in Tyler County, authorized the transfer of pupils from the schools of one county to those of another, appropriated \$1,800 to aid the education of children of deceased war veterans, and authorized boards of education to provide insurance against the negligence of school bus drivers. But, no major school legislation was enacted in 1935.

In that it aroused school people generally and enlisted the active opposition of the newspaper press, an unsuccessful attempt to reduce the basic salaries of teachers in compliance with the recommendations of the governor and his advisors, was generally considered as the most significant action of the 1935 session. The uniform minimum term and the single salary schedule were boons for rural teachers, but they left many urban teachers far below their former salary schedules. The failure to remedy this situation tended to widen the rift between the governor and his advisors on the one hand and the school people on the other.

Hoping doubtless to convert emergency federal aid totaling about \$21,000,000 for 1933-35 for all the states into a permanent program, West Virginia educators turned to the federal government for funds for buildings for both public free schools and institutions of higher learning and for permanent and regular aid for public school programs. Thwarted in the latter objective, they launched building programs which, by July 1, 1940, resulted in the expenditure within West Virginia of federal funds aggregating about \$11,000,000.⁴

Although Governor Kump and "the school people" could not always agree and they were successful at times in altering his program, the public generally appreciated his leadership in bringing order out of a chaos that threatened to curtail necessary public functions. In this he had a number of assistants, outstanding among them being his personal friend, Fred L. Fox of Braxton County, Attorney General H. A. Holt, and members of the University Bureau of Municipal Research. Largely as a recognition

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of their services to the Governor, Fox was in 1936 elected to membership on the state supreme court of appeals, Holt was at the same time elected governor, and by the end of the second extra session of the 1933 legislature criticism of the "Professor Lawmakers" or "Brain Trusters" had all but ceased. In May of the following year (1935) Professor J. F. Sly, Director of the University Bureau of Municipal Research, was made dean of the faculties of the University and was currently mentioned in connection with more important positions in that institution.

Regardless of this course of events, progress in public free school education continued to be retarded by a more or less veiled political control centering in the state capital, which at opportune times made it difficult to get legislative approval of educational measures and appropriations without a green light from "the powers that be." They had a part, sometimes a determining one, in selecting members of the state board of education and of the legislature. Generally, they could depend upon a considerable bloc of delegates and senators who, because of their inexperience and their conservative backgrounds, were easily led. Because of the demands of their profession and of custom, teachers were generally eliminated from leadership, for one of the surest ways to nullify one's influence in education, except in small spheres, was to become "an educator."

Moreover, beginning about 1935, conflicting personalities and ambitions among the leaders divided "the educators" themselves into semi-hostile factions. As a consequence the State Education Association tended to pursue a somewhat independent course to the common goals, and ten years later the state board of education named one of its appointed members president instead of the state superintendent who had been the presiding officer since the board was constituted. At the same time the board undertook a teacher training program and named its secretary as the director. Politicians and selfish interests took advantage of the resulting situation to alter, minimize, and defeat school programs regardless of their sponsorships. What better cooperation could have done is of course only a matter of conjecture. Whether for weal or for woe, it might have arrested evident disintegrating tendencies.

Institutions of higher learning were meanwhile contributing little to the solution of financial and organization problems of the public free schools. Among other things, the traditional neglect of the social sciences by the former tended to thwart comprehensive programs. As a consequence, executives and legislators, tended to be helpless in emergencies. In desperation, self-appointed leaders and researchers became resourceful in the use of current jeremiads deduced from the federal census and from current practices in other states, and governors and legislatures continued to import "Brain Trusters" to aid in solving their problems.

To escape the resulting dilemma persons here and there suggested that the public free schools should be returned to the people, not only for

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financing but also for revitalization as learning and character forming institutions. Like Thomas Jefferson, they could find no substitute for a highly energized local interest in public education, for, as stated by an erudite editor,

As long as we remit our school problem to Charleston, the results are going to be unsatisfactory. We will have more teachers' lobbies, more reaction to teachers' lobbies, more controversies, and more compromises reached in the highly charged atmosphere of closing days of legislative sessions. We can really get down to the business of running our schools on something better than a crisis program only when the principal responsibility rests with the local communities as a constant work-a-day obligation.⁵

Taking cognizance of the centralized political control the Strayer Survey (1945) recommended that each county have a public relations program operated with a view to reviving public interest in public school education. As indicated by the Survey, this was a chief responsibility of the county superintendents. If they had courage, ingenuity, and love for democracy, it was claimed that there was little in the way of a modern educational program that was impossible in West Virginia.

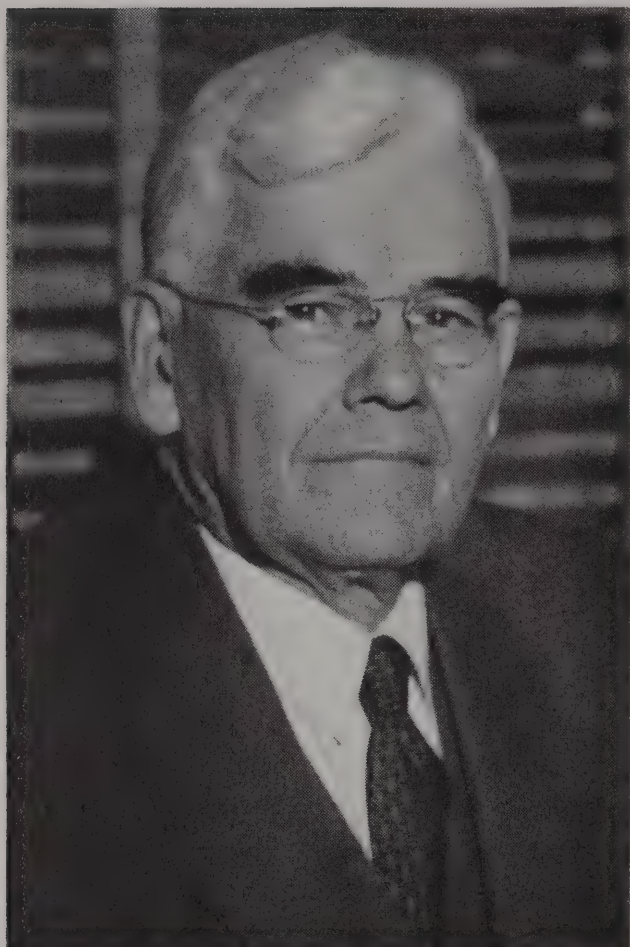
6. MISCELLANEOUS

The election of Dr. Joseph Rosier, President of Fairmont State Teachers College, to the presidency of the National Education Association had meanwhile brightened the picture for many West Virginians. The election came in 1932 in the midst of the Depression, but it marked a high point of West Virginia influence in the national organization. Because of the prestige thus given Dr. Rosier, he was an inspiring leader, when leadership was most needed. In "A Message to Teachers Today," he expressed the belief that the hard times which then gripped the nation would test the soundness of its public institutions.

In the same spirit and confidence the state board of education in 1933 launched a forward-looking program. Among other things it raised scholastic requirements for teachers in all state maintained institutions. This was done through adoption of a salary schedule based upon college work, as determined by earned degrees. At the same time the county unit law was raising the qualifications of county superintendents and their assistants; extension work having gotten out of bounds, it was limited and restricted to regular faculty members of approved institutions; credit for courses earned by correspondence was denied; teacher certification was put upon a more professional basis; and administrators were instructed to place more emphasis upon physical education programs for all and less on training "prize winning teams for Roman Holidays."

Although there was a demand for a non-partisan named state superintendent, the change from a Republican to a Democrat in 1933 was welcomed, as indicated by the fact that the Democrat, W. W. Trent, led his ticket by more than 5,000 votes. Under his direction the personnel

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W. W. TRENT

State Superintendent of Free Schools since March 4, 1933, the longest period of similar service in the history of West Virginia.

of the state department was changed completely. Through successive reelections to and including 1948, his administrative staff was assured a permanence of tenure that made for efficiency and gave ample opportunity to carry his policy of placing chief emphasis upon "the child" beyond the experimental stage.

After a short time the functions of the department were enlarged by expanding the work of the division of Negro schools and by breaking down administrative supervision into separate divisions for high and elementary schools, each with a supervisor. There was also a division of vocational education which became increasingly important following the passage of the George-Deen act in 1937; a division of vocational rehabilitation; and, beginning in 1946, a division of veter-

ans' education. The division of information and research previously headed by L. V. Cavins, was continued under direction of R. E. Hyde. The department also provided supervision for agriculture, home economics, trade and industrial and distributive education, and for occupational information and guidance, which, as much as anything else perhaps, represented its constructive thinking and leadership.

TRENDS AND DEVELOPMENTS, 1937-1941

Regardless of the conservative attitude of the executive department of the state government, teachers and "friends of education" prepared to sponsor a progressive program in the 1937 legislature. But little was said about "the long term program." Instead, interest centered in proposals for divorcing the schools from politics, in the method of choosing and the length of term of county superintendents, in teacher tenure and retire-

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ment, and in free textbooks. Chief interest was however in salary increases and in building and maintenance programs. The average monthly salary of teachers and principals, after sagging to \$102.24 in 1933-34, had declined from \$138.31 in 1929-30 to \$121.56 in 1935-36, and the average total annual salary was \$304.00 less than the average for the United States. The total annual expenditure for building had meanwhile declined from almost \$3,000,000 to less than \$200,000. In some counties all of the labor used for repair and upkeep was paid with federal funds.

As additional funds were basal to reform of these situations, the chief concern was for ways and means of providing them. With little opposition, \$1,278,950 was appropriated to make good the deficiencies for 1936-37 and \$13,250,000 for each year of the 1937-39 biennium. Together with about \$650,000 secondary aid, this was considered sufficient to maintain a nine month term at the minimum salaries. It might have done so, had not \$12,100,000 of the \$13,250,000 been earmarked for primary aid. This reduced the total for non-secondary aid counties about \$500,000 and thus reduced their programs and left little for buildings.

This turn was not nearly so disturbing as was the failure to render effective a teacher salary bill. As approved by each house this bill authorized minimum salaries of \$120 per month for all teachers certificated on A. B. degrees and \$140 for all those certificated on M. A. degrees, together with ten dollars a month additional for each for experience. This measure was nullified by the failure of the legislature to provide the funds to make it effective. For that purpose the senate passed a bill reallocating the levies available under the tax limitation amendment and the county unit law on a 20-80 basis instead of a 30-70 basis. Thus it was planned to release \$2,130,000 which, it was claimed, was sufficient for its purpose, but the house postponed action until the last day of the session, when a four-fifths vote was necessary to suspend the rules and permit the passage of the reallocation bill, as desired by a large majority of the delegates. But "a bloc of delegates controlled and directed by interests outside the legislature" would not permit this, and the bill failed. Under the circumstances the governor vetoed the 1937 salary bill.

There was however something encouraging in an act of the 1937 legislature fixing the terms of county superintendents at from one to four years and redefining their powers and duties. Moreover, it created an interim committee authorized to formulate a legislative program which the governor promised would include public education. Generally, the newspaper press indicated that something would have to be done to avert the folly of shortsighted economy. Thus encouraged, "a battery of committees" launched a movement for a special session of the legislature, but the governor refused to call it.

The conservative viewpoint in this situation was set forth by Governor Holt in an address before the State Education Association. De-

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ploring the widespread sentiment "that our school system has become a financial orphan," he claimed that West Virginia had done remarkably well, considering the Depression and the drastic changes made by the tax limitation amendment. In support of this claim he contrasted the school operating costs, as of 1937, with a 19.4% drop in the value of coal produced, a 24% reduction in farm incomes, and a 23% cut in railroad revenues. In the light of this information he believed that any increases in school revenues should come from increased assessments and levies.

The governor would have attained his objectives by educating assessors and the public regarding the effects of inequalities and fairness in raising assessments. He favored also a reallocation of levies so as to release impounded sources. Rather than neglect buildings and repairs, he thought it might be well for local boards temporarily to shorten the school term. He was not opposed to a suitable teacher retirement plan and was confident that no successful system of free textbooks could be practical and economical on the principle of county adoptions of approved lists, as proposed by the State Education Association.

Reference of school problems to an interim committee had a sobering effect in all quarters, for the character and the ability of those composing the committee commanded respect and stimulated confidence. Thus all interested parties turned to a consideration of fundamentals, for it was understood that the committee would seek expert guidance. Under the changed conditions the State Education Association dispensed with its "battery of committees" and entrusted direction of its affairs to an executive secretary in the person of R. B. Marston, Superintendent of Schools of Cabell County, who worked in close cooperation with the governor and interim committees.

As in the past, chief attention was directed to property assessments. Much general property was not even listed by the assessors, and land assessments varied all the way from 7% to 700% of selling prices. The per-capita range on household goods was from nothing in Grant County to \$31.20 in Ohio County, and that on automobiles was from \$66 in Doddridge to \$251 in Randolph County. Incidentally, 61% of the 300,-900 registered automobiles for the year ending June 30, 1938, were not assessed, as were also many town and city lots and even large tracts of land. Only about half of the capitation taxes was collected. Comparative studies indicated also that some counties were reducing their assessments in an effort to get secondary aid for schools and for public relief.⁶

To remedy this situation the interim committee proposed three bills which the governor accepted in an address described as "an important state paper." One of these bills proposed a reallocation of county levies on a 20-80 basis, made possible by the liquidation of the Virginia debt and reductions in the bonded indebtedness of local political units. Thus it was planned to release about \$1,900,000 for current school expend-

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itures and about \$900,000 for permanent improvements. Another proposal would, with the approval of the voters, the state tax commissioner, and the attorney general, have spread the remaining fixed indebtedness of the former districts over the entire county as a means of releasing impounded revenues in non-debt encumbered units.

Partly with a view to curtailing the authority of a state superintendent who, in defiance of experts, had evolved a single salary schedule and a nine month term out of depression conditions, a third act created a state board of school finance composed of the state superintendent of free schools, the state tax commissioner, and the state budget director, which was authorized to distribute state school funds in accordance with a "foundation school program." As determined by Dr. Merrill M. Flood of Princeton University, this program was computed for each county separately and was based upon the experience and the certification of the teachers actually employed, as corrected by the size and the number of schools and the average daily attendance of each. The state then supplied 45% of the cost of the "foundation program" and the county a "fair share" of it, as determined by the maximum levies on its 1938 assessments. If the total, thus determined, was not sufficient to meet the entire cost of the foundation program, the state, as previously and in about the same proportion, supplied what was necessary. Any money remaining in the state general fund was shared by each county in the same proportion that its levy bore to the total amount levied throughout the state for school purposes.

By assuring each county 45% of its foundation program and by freezing valuations at 1938 levels, it was expected that the proposed state aid act would neutralize the tendency in some counties to reduce assessments. Instead, it was expected that these counties, in studied efforts to be "fair" under direction of the state tax commissioner, would increase their assessments so as to make possible higher salaries for teachers and additional funds for enriched school programs. With these objectives in view the legislature approved the program of the interim committee with only minor changes, but the state aid act was at once subjected to attacks on the ground that it perpetuated inequities under the 1938 assessments. Cited examples were Monongalia, Lewis, Raleigh, and Greenbrier counties which, it was claimed, would receive twenty-six, thirty-one, forty, and forty-six dollars, respectively, for each pupil in average daily attendance.

Many of these inequities were traceable to low assessments. Others, as in Monongalia County, were products of extensive consolidations and of bonded debts for building programs. The question of better schools for any county seemed therefore to resolve itself largely to local interest and action. With these possibilities in mind the legislature appropriated only \$13,300,000 for each year of the 1939-41 biennium, or only \$50,000

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more than for each year of the previous biennium. For the first year since 1936-37 all of the counties were however able to maintain a nine month term which, in 1939-40, was made possible in some instances by increases in the levies and in others by increases in assessment values.

Other acts of 1939 adhered to the administration plan for controlled economy considered necessary to meet the mounting costs of public assistance and public relief under the public welfare act of 1936. For assistance the budget carried \$3,150,000 for each year of the 1939-41 biennium and \$3,100,000 and \$2,800,000 respectively, for relief, or grand totals of \$6,251,800 and \$5,950,800. An act authorized boards to pay teachers certificated on M. A. degrees \$120, those certificated on doctorates \$130 minimums. Otherwise basic salaries remained practically the same as fixed in 1921, but boards were permitted to supplement them from funds raised locally through increased assessments and additional levies. The budget carried an item of \$150,000 for free textbooks for indigent children. School boards were also permitted to provide free textbooks for all children in several counties, but no state funds were provided for that purpose which was thus nullified, except in wealthy counties operating on comparatively high assessment valuations.

The 1937 legislature having failed to approve the recommendations of the interim committee appointed to study and report on teacher retirement and tenure, the 1939 session passed the first state teacher retirement and the first continuing contract acts. Effective June 10, 1939, the retirement act applied to all public school teachers who had attained the age of sixty-two and taught at least twenty-five years, twenty of them in the "publicly supported schools of West Virginia." The act was administered by the state board of education, and allowances under it were limited to eighty cents times the number of years of eligible service in any particular case. With \$50,000 state appropriation to make the act effective, in September, 1939, the board retired fifty-two teachers on pensions varying from \$20.80 to \$42.40 per month. Before the end of the biennium seventeen others were retired. Under a legislative act of 1919 and regulations of the state board of education, district and county boards had already pensioned 249 teachers.

The continuing contract act, effective July 1, 1940, was currently described as "the first step in one new direction . . . which goes well beyond first steps in the history of tenure legislation in other states." Under it "contracts of employment" remained in full force and effect from year to year, except as modified by mutual consent of the contracting parties. Contracts might however be terminated "for cause or causes" approved by a majority of the members of the board and stated in writing before April 1 of the current year. Teachers might also be dismissed "upon the lack of need," but the names of such teachers were placed on a preferred

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list in the order of their length of service for required consideration "when vacancies or need occur."⁷

As indicated by *The School Journal* the state aid act of 1939 placed West Virginia "nearer to the goal of equal school facilities for urban and rural communities than it had ever approached before." School terms were of uniform length; salaries were uniform in counties sharing equalization funds and higher in others; and the same type of supervision extended throughout the state. It was correctly predicted that each county would have a standard nine month term during the ensuing biennium.

The 1939-41 interim opened ominously in that the death of a pupil through the negligence of a bus driver broke an all but complete non-accident record. The incident quickened interest in "safety" which at once became the school slogan for 1939-40 and lent interest to "Safety Week," September 3-10, 1939. These precautions were unavailing however to prevent a still greater accident, that at War, McDowell County, in which seven children were killed and sixty-five were injured, when a broken axle veered a school bus over a precipice. The "pall of gloom cast over the entire state" by the War incident resulted at once in a thorough revision of the standards and regulations of school busses and in greater care in the quality of the busses used.

Otherwise interests of the 1939-41 biennium centered in vocational education; in the use of federal funds for new buildings, for the repair of old ones, for hot lunches, and for the National Youth Administration and the Civilian Conservation Corps programs; in special conferences to aid a nationwide movement to place teaching on a professional basis; in revival of interest in the one-room school; in standardizing and accrediting extension work and correspondence courses with a view to eliminating the "fly-by-night" offerings of the latter; in increasing emphasis upon public school music, as indicated by an act of 1941 authorizing school boards to employ county directors of instrumental music and by the rapidly increasing number of school choruses, bands, and scheduled radio broadcasts; in higher standards for both teachers and superintendents; in increased concern for civilian rehabilitation and for the education and care of mentally and physically handicapped children;⁸ in enrichment of school programs through use of "special days" and "special weeks" as teaching aids; and in "the single curriculum" and its sequel, the "public school certificate."

Except to supplement meager textual outlines for teaching "scientific temperance, including the nature of alcoholics and narcotics," little was done to that end, and the mention of tobacco and cigarettes was avoided in an act of 1941. Meanwhile, the state board of education had deemed it necessary to order the summary dismissal of any teacher found "playing numbers." More significant perhaps was the rejection of the proposed short ballot amendment to the state constitution reducing the

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state elective officers to three: the governor, the auditor, and the attorney general. In a manner peculiar to West Virginia, little was said about the merits of this amendment by any candidate for a state elective office, for election to the legislature, or even by *The School Journal*. Nor did any informing document emanate from an institution of higher learning.

On the eve of the referendum the silence was broken by Superintendent Trent who was a candidate for reelection and opposed to ratification. As he saw it approval would place the state superintendency deeper in politics than it then was. To avoid this, he would have vested the choice in a constitutional board elected by the voters or appointed by the governor, but in either case subject to removal by impeachment only. The proposed amendment was defeated by a majority of almost 225,000 voters in a total of 397,498.

Other results of the election of 1940 were gratifying to school people generally. Fifteen members of the legislature (thirteen delegates and two senators) either were or had been teachers, and the newly elected governor gave repeated assurances that the teachers had "a very sincere friend" in the new administration. As evidence of this, a budget of \$13,950,000 for each year of the 1941-43 biennium, prepared by the outgoing administration, was increased through supplemental budgets to totals of \$14,975,000 and \$14,125,000, respectively. This did not include \$600,000 annually for teacher retirement; \$150,000 for free textbooks; \$100,000 for supplemental state aid; \$25,000 for the education of crippled children; and \$10,000 each year for hot lunches for school children. The entire legislative program of the State Education Association had meanwhile been approved by the new governor.

The teacher retirement act of 1939 proving inadequate, in September, 1939, State Superintendent Trent, by authorization of the state board of education, appointed a committee to continue the study of that subject and make recommendations. The teacher retirement act of 1941, which passed without a dissenting voice, was the result. This act fixed no compulsory retirement age. Instead, it permitted teachers who had attained the age of sixty or who had a record of thirty-five years total teaching service in West Virginia, to retire voluntarily. The act authorized actuarially determined annuities for members and pensions for teachers with approved prior service records. The former were possible through a contributory plan, to which the teacher paid four per cent monthly of his salary up to \$2,500 and the employer a like sum. Several forms of annuities were authorized. Pensions were based upon years taught prior to July 1, 1941, at 1.25 per cent of the average salary for the last fifteen years.

Membership coverage under the annuities plan included all teachers in the public free schools and in state supported institutions, together with their extension, research, and library staffs; all employees of the

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state department of education, including the state superintendent of free schools; all employees of the state board of education engaged in educational work; the secretary of the retirement board; and all county school attendance officers who held approved teachers' certificates. The pension plan covered teachers, regardless of age, who had thirty years of teaching service, who had been pensioned under the retirement act of 1939, and who had prior service under the new system.

Teachers employed after the retirement act of 1941 became effective were members of the newly created retirement system under terms of their contracts, and those employed on June 4, 1941, when the act became effective, were given one year to decide whether or not they would voluntarily become members of the new retirement system. Failure to do so deprived them of all claims for prior service credits and pensions.

Administration of the retirement system was vested in a retirement board composed of four ex-officio members: the governor, the state superintendent of free schools, the state treasurer in his capacity as custodian of funds, and the state auditor in his capacity as state insurance commissioner; and three members appointed by the governor on recommendation of the state superintendent of free schools, who, at the end of terms staggered for one, two, and three years, were elected by members of the retirement system. They served without salary.

The board functioned through an executive secretary and such technical and administrative employees as it might deem necessary. It was required to keep accounts showing the status of each individual member and, at stated periods, to employ actuarial accountants to make investigations and reports on the status of the system. It also determined the several forms of annuities offered. The possibility of political control of the retirement board was a matter of concern to many teachers.

The "Little Hatch Act," designed to prevent corrupt political practices, was as important to teachers as to politicians and to voters. Prior to 1941 teachers had been "pushed about" and "farmed out" by partisan school boards in a fashion which attracted attention beyond the state and caused residents to blush with shame. As a partial remedy of this evil, the nomination and election of school board members was put on a non-partisan basis; the terms were extended from four to six years; and stability of control was safeguarded by a provision which permitted the election of only two members at any one time. Of equal importance were provisions forbidding any person to solicit contributions from any non-elective salaried employee of the state, to coerce them into engaging in any form of political activity, or to promise them compensation for political activities for any employment, position, or work authorized by the legislature. Of even greater importance was a system of permanent registration and of transfers based upon the ability of a voter to write his name.

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Among other acts of the 1941 session were that appropriating funds for the gradual introduction of a system of free textbooks; that setting up a new basic salary scale under which teachers certified on doctorates received minimum salaries of \$140; on master's degrees, \$135; on bachelor's degrees, \$120; on three year's collegiate training, \$110; two year's collegiate training, \$105; short course, \$90; and on first grade through examination, \$85, with experience increments for each as prescribed in 1933; that amending the formula for the distribution of state aid to conform to the new basic salary schedule, and authorizing adjustments in the average daily attendance as affected by epidemics and other abnormal circumstances; that abolishing first and second grade temporary certificates, raising certification requirements generally, and, most significant of all, authorizing issuance of a certificate good in both the elementary and the secondary grades; that redefining the duties of the county superintendent and authorizing him to nominate all teachers and assistant superintendents whose terms were at the same time extended from one to four years, provided they ran concurrently with those of the superintendent; that authorizing boards of education to employ county directors of instrumental music; and that amending the act of 1931 so as to provide more specific instruction regarding the teaching of Americanism and temperance in all public, private, parochial, and denominational schools.

Of these and accompanying measures, the state superintendent of free schools said: "For the first time since the extension of the term of school in West Virginia to nine months and the partial restoration of salaries in 1934, the teachers . . . have occasion for great rejoicing." *The School Journal* and officials of the State Education Association and affiliated associations expressed similar sentiments which were reflected in a noticeable increase in the membership of the former and in the National Education Association as well. In fact, West Virginia stood second among the states in percentage of increased membership. With salaries again tending upward, teachers showed greater concern than ever in the movement to professionalize teaching and in their various organizations and associations. Influenced by the world situation, their interest in democracy was quickened. The appeal of Senator Rosier in "Education in a Democracy" was thus received approvingly.

With tenures reasonably secure and an acceptable retirement plan in process of making, West Virginia teachers concerned themselves as never before with plans for enriching their programs and making them effective. Influenced by the world situation and the possible need for national preparedness, chief interest centered in vocational education which had been subsidized by the national government for the period from July 15, 1940, to August 27, 1941, in sums totaling \$1,726,928.48. More than usual, much was made of American Education Week, No-

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vember 9-15; higher certification standards were in the offing; and the low rating of the state in library development gave increasing concern.

It was under such conditions that the Conference of the State Department of Education with county and assistant superintendents, held at Jackson's Mill on July 20-22, 1941, set up the following special objectives for 1941-42: 1. The promotion of democracy through education; 2. The enrichment of curriculums; and 3. Greater teaching effectiveness. Following the attack upon Pearl Harbor, these goals were supplemented by war-winning devices and programs.

IN WORLD WAR II

In response to a call from Paul V. McNutt, Federal Security Commissioner, for the wartime mobilization of education Superintendent Trent summoned a small group of educators to meet in Charleston on January 5, 1942. In the course of a general discussion of the situation, this group recommended that a statewide conference be held in Charleston on January 15-17, following. The resulting conference was sponsored by the state department of education, the State Education Association, and five other professional associations. There were more than two hundred persons in attendance, who, with one accord, implemented their discussion around the theme "Education for Victory"; hence the name "Conference on Education for Victory." Through the leadership of a planning committee, previously appointed by Superintendent Trent, the following "areas of investigation" were set forth as the basis for action: 1. Higher education; 2. Health, nutrition, and physical education; 3. Teacher supply; 4. Change and acceleration of the school program; 5. Education and civilian morale; 6. Safety; 7. Education in the present emergency and for postwar conditions; 8. Federally aided education programs; 9. Financing education during and after the war; and 10. Public relations.

Acting upon the invitation of Commissioner McNutt, the U. S. Commissioner of Education had meanwhile taken steps to adjust educational agencies at large to war needs. To that end he had established the educational Wartime Commission with two divisional committees, namely: That on state and local school administration with State Superintendent Trent and Floyd B. Cox of Monongalia County as members, and that on higher education with President John W. Davis of West Virginia State College a member.

These persons were thus in strategic places of leadership and both Superintendent Trent and President Davis, together with Governor Neely, addressed the Charleston Conference on "Education for Victory" which, because of its purpose and the accord which featured its deliberations, was currently described as "one of the most important educational conferences in the history of the state." It was followed immediately

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by a regional conference at Fairmont, which asked Superintendent Trent to appoint a West Virginia Wartime Commission on Education. As a member of the Federal Education Wartime Commission, he had already taken steps in that direction, and a commission composed of twenty-three members was accordingly constituted at once.

With Superintendent Trent as chairman, the West Virginia Wartime Commission held its first meeting in Charleston on March 13, 1942. The chief purpose was to give force and effect to recommendations of the Conference on Education for Victory held in the previous January. The state commission recommended: 1. That all teachers complete the twenty-hour course in first aid, as set up by the American Red Cross; 2. That first aid be taught to all pupils from grade six up and to all matriculates in institutions of higher learning; 3. That holders of Red Cross instructor's certificates be allowed three hours credit toward teacher certificate renewals; 4. That home nursing and nutrition be considered as of equal importance with first aid; 5. That physical education and health programs be increased and intensified; 6. That teachers' salaries be increased as a means of retaining them in the service; 7. That an over-all continuous study be made by the state department, in cooperation with county superintendents and training institutions, of the available supply of and the demand for teachers; 8. That secondary schools and colleges accelerate their programs on a basis of mental and physical abilities; 9. That youths fourteen years of age or over be required to register with a view to placing them in part or full-time employment; 10. That school youths twelve years of age and over be allowed graduation credits for work experience in food production; and 11. That teacher certification be liberalized so as to permit the issuance of one-year provisional certificates.

As the state board of education, then composed of four women and three men,⁹ had already offered full cooperation in the war effort and had authorized short term defense training classes and accelerated programs, it approved the recommendations of the State Wartime Commission which thus became the basis of the state's educational activities. Accordingly, many schools made radical changes in their offerings. Notable among these was the importance given mathematics and physics, vocational home economics, vocational agriculture, physical education and health programs. Greater emphasis was also given history, economics, sociology, and foreign languages, especially Spanish. Then, too, there was much interest in aviation. The urgent need for vocational education was emphasized by an act of the Weirton Steel Company which erected, at its own expense, a \$35,000 vocational building as an addition to the Weirton High School. Temporarily there was general agreement to the effect that the former standards and practices of the new educators were not suited to the changed conditions.

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Incidentally, the schools were called upon to aid the war effort in various other practical and morale shaping undertakings. For instance, in response to a call from the Federal Price Administrator the teachers registered consumers for sugar rationing, and, as a morale builder, they regularly required the commonly accepted salute to the Flag, after it had been made a part of the school program by order of the state board of education. Despite a number of explanatory whereases, refusal to salute was regarded as an act of insubordination to be dealt with accordingly, but the board later modified its order so as to permit conscientious objectors to stand at attention with hats off, when the salute was being given.

In a characteristic manner, the centennial anniversary of the famous Clarksburg Education Convention, September 8-9, 1841, was allowed to pass unnoticed, as was also, two years later, the two hundredth anniversary of the birth of Thomas Jefferson. On the other hand, the hundredth anniversary of the election of Horace Mann to the secretaryship of the Massachusetts Board of Education (1837) had meanwhile been celebrated throughout the length and the breadth of the state in the erroneous belief that she was largely indebted to him for phases of her educational system. Little or no mention was made, even incidentally, of either Thomas Jefferson or Dr. Henry Ruffner who had pioneered the way for Mann in many things. What a better knowledge of and interest in state history could have contributed to morale in this crisis are of course matters of conjecture.

The school year 1942-43 was featured by readjustments. First of all came the substitution of the war modified curriculums for the antiquated curriculums of the former new educators. As already indicated, these changes covered the whole field of education. Under the new program teachers were expected to give instruction in first aid and safety, to assist in conducting air raid warnings, to make registrations for sugar rationing, to check upon "work experience" credits, to sell war bonds and war savings stamps, to collect paper, scrap, and rubber, to prepare and serve hot lunches, and to make numerous official reports. Then there was the more difficult adjustment of a fixed and inadequate salary to a rapidly rising living cost which left teachers, including principals, with an average total salary of \$1,272. At the same time, coal miners and chemical workers were receiving annual total wages in excess of \$1,700 and \$2,000, respectively. As a consequence, many of the best teachers left the profession and it was recruited, where possible, through retired teachers, college seniors, and leftovers through the use of provisional, emergency, and other special certificates.

To meet this situation, the teachers, through the West Virginia Education and affiliated associations, asked an increase of twenty-five dollars a month. To support this request, they made much of the fact that

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living costs had advanced about twenty per cent in the two years immediately preceding September, 1942, and that they were still advancing. As the resulting situation threatened the foundation of our democratic society, the request appealed to the general public as reasonable and even urgent. To meet it the budgeting board authorized an item of \$2,000,000 which would have provided for a general increase of fifteen dollars per month, but the teachers and their leaders were insistent. Accordingly, the board approved \$1,550,000 additional, making a total of \$3,550,000 which was specifically earmarked for salaries. Moreover, participating boards were forbidden to reduce the basic salary, plus any excess paid by county boards, of any teacher below what it then was, except in possible cases of rejections of levies by the voters.

Of this action *The School Journal* said editorially, "Perhaps never before has a request for an increase in teachers' salaries met with such favorable consideration." This reception was attributed primarily to the increased cost of living, to heavy taxes, and to the utter impossibility of teachers to meet their financial obligations. *The School Journal* expressed the optimistic belief that it came from a public "realization that the schools were vital to the best interests of the people." As the regular budget had provided \$15,125,000 for each year of the 1943-45 biennium, or the same as that for the last year of the previous biennium, and \$100,000 additional annually to insure a nine month term in marginal counties, \$1,300,000 for teacher retirement for each year of the 1943-45 biennium, \$106,500 annually for hot lunches and canning, and \$150,000 for free textbooks, or a grand total of \$20,231,000, teachers were happy and extended their thanks to the legislature, to the board of public works, and to all individuals who had a part in making the unprecedented state appropriation possible. Whether significant or not, it was accepted as a state obligation and little or nothing was said about local revenue as a possible source of relief and support.

World war needs and conditions determined the school legislation of 1943. Among other things, the annual appropriation of \$1,800 to aid orphans of veterans was increased to \$5,000, and they were exempted from tuition payments; teachers who had retired were allowed to return and continue to teach for the duration and until the state board, by formal resolution, declared that "a teacher emergency" no longer existed; any service by a former teacher under the federal selective service act was declared equivalent to teaching and prior service was allowed for it on the basis of the last year of active teaching; changes in elementary textbooks were forbidden until after the cessation of hostilities; with the approval of the principal or teacher, pupils were excused until June 30, 1945, from school attendance while actually engaged in working in gardens and on farms; the distribution of state aid to schools was adjusted to conform with war emergency needs; and certificates of any class, which

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became invalid while the holders were in the armed forces of the United States, were automatically renewed.

Another act repealed the school enumeration law by substituting quinquennial for annual enumerations. Unlike the former act the new one applied to all youths aged four to twenty years and to mentally and physically handicapped persons of all ages. The latter provision was necessary because of the greater concern of the state under the public welfare acts for such persons than formerly. A number of administrators had in mind also the possibility of truant officers keeping the enumeration up to date from year to year and of thus eliminating the need for any enumeration. Temporarily, however, the teachers, under directions of the county superintendents, were required to perform that duty, but they were permitted to use school hours and were compensated for such hours, as if taught.

Despite the fact that the average daily pupil attendance was about 36,000 less in 1943 than in 1940; that the enrollment in teacher training colleges had decreased from 16,338 in 1941 to 6,550 in 1944; that the teacher turnover was 6,120 in the same period; and that 1,364 fewer teachers were employed in 1943 than in 1940, teachers generally were optimistic. Their professional publications were featured by speculations regarding the college of tomorrow; with a view to deepening and broadening teacher training much was said about "the single curriculum"; a post-war building program, proposed by Superintendent Trent, calling for the expenditure of \$80,000,000 in state aid attracted considerable attention; and there was much speculation about post-war secondary education and the "Servicemen's Readjustment Act" (G.I. Bill) of June 22, 1944. Out of the resulting speculations came many proposals, such as the twelve month term as a means of dealing with juvenile delinquency; the place and function of vocational education in the state system; and plans for extending the benefits of higher education to all with a view to making the education process continuous.

The improved morale resulting from the general situation was reflected in a number of ways but in none more expressively than in the record breaking precedents established at this time by the schools. Among other things, the state exceeded her stamp sale quota for the purchase of "jeeps" by almost 200%; with eleven chapters, she was, in October, 1943, the "Banner State" in the Future Teachers of America Association; she was the third to go over the top in the National Education Association "War and Peace Fund" drive of 1943; in 1943 she exceeded her membership quota of 5,373 in the National Education Association; with 94% oversubscribed she led the nation in the fifth war loan drive; with school boys and girls doing the work of gathering, she doubled her 15,000 bag quota of milkweed floss and on a percentage basis led all the states; and in 1944 Pleasants County attained 100% membership in the

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National Education Association, with four other counties, Doddridge, Lewis, Upshur, and Mercer in sight of that goal.

The teacher retirement plan, authorized in 1941, had meanwhile been placed on a secure basis. Teacher contributions for the first year aggregated \$799,705.27, and prior service pensions aggregated \$347,818.76. As the contributions had to be matched and the pensions and the maintenance were state expenditures, the \$600,000 appropriated for putting the system into operation, proved inadequate. To meet the shortage, the 1943 budget carried a deficiency item of \$1,030,000 and was increased to \$1,300,000 for each year of the ensuing biennium and appreciably for each year of the 1945-47 biennium. For 1942-43 the membership aggregated 18,992, of which number 18,182 were teachers in the counties and 810 in the state institutions. The net contributions for the year totaled \$871,920.38. In September, 1945, the contributing membership had grown to more than 21,000 and about 900 teachers had been retired.¹

With this record of achievement but impelled by the increasing cost of living, the teachers, under the leadership of their several organizations, approached the 1945 legislature with more confidence and fewer misgivings than formerly. It mattered not that the dominant leadership had again veered to the right. The teachers were sure of their cause which had grown in public favor. Under these conditions a new salary bill commanded chief attention, in that it proposed to include the twenty-five dollar monthly increase granted in 1943 in the new basic setup. In addition thereto, the teachers asked five dollars monthly to cover the increased cost of living, and a monthly increment, after the first year of teaching, of six dollars for each year of teaching experience up to a stated number of years.

Because of the methods used in presenting their proposals, the teachers were accused of using "pernicious lobby" and "pressure group" tactics; but they defended their course on the ground that the state then had surplus revenues in excess of \$15,000,000 and that its citizens, including its teachers, had a legal and moral duty to influence legislation which directly affected child welfare and through it the future of democratic institutions. Thus sustained, the desired legislation was approved but with the monthly experience increment reduced from six to three dollars. Both the teachers and the public derived satisfaction from the belief that the new salary bill was based on principles which would encourage long tenure and improved teaching standards.

State aid appropriated "to supplement" the general school fund reached \$20,597,714 for each year of the 1945-47 biennium, which did not include an equalization item of \$100,000 for distribution to marginal counties, \$125,000 for free textbooks, \$1,593,524 (1946-47) and \$1,608,524 (1947-48) for teacher retirement, and \$82,300 for hot lunches.

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The respective grand totals were \$22,498,538 and \$22,513,538. As the aggregate for the two year period was in excess of \$55,000,000, an unprecedented sum, and did not include appropriations for the University, the state colleges, and other educational activities, conservatives again complained about the high cost of education and the fact that it was borne largely by the state.

Because of a provision, injected the last night of the session and not previously discussed or considered, requiring the retirement of teachers who had attained the age of sixty-five, unless their employer requested their retention, changes in the retirement system attracted statewide attention and much adverse comment. Under the circumstances, fraught as they were alleged to be with personal politics of a very low order, the decision of the state board of education to comply with the letter of the law by not asking the retention of those in its employ who had attained the retirement age, was considered "harsh treatment." County boards were more liberal and generally requested the retention of their employees of retirement age. Without exception their requests were granted by the state retirement board.

Other changes in the retirement system were more in accord with public opinion. Among these were provisions for disability annuities for active teachers with ten years of service in West Virginia; for membership for all classroom teachers, principals, and educational administrators under the supervision of the state board of control; for financial and administrative secretaries in the public schools and state supported colleges; and for all members of the extension staff of the University, other than clerical employees. Other provisions made members of the system in the armed forces eligible for prior service credits regardless of their status as "present teacher"; authorized the retirement board to grant prior service credit for service in states having reciprocating retirement systems; permitted members to borrow from their personal accounts in the teachers' accumulated fund; and fixed the maximum allowance for prior service at one-half of the member's final salary.

Other important acts of the 1945 session were: that permitting county boards to fix the maximum salaries of county superintendents in conformity with a schedule ranging from \$3,400 to \$5,500, exclusive of state aid; that authorizing county boards to establish teachers' sick leave funds to be used to pay substitute teachers during the illness of regular teachers, whose salaries were continued under such regulations as the board might make; that requiring boards of education to make provision for the education of children of school age, who resided more than two miles from the nearest usable road or path, and for the transportation of school children participating in athletic, literary, and band activities; that amending the act of 1941 so as further to divorce school boards from partisan politics; that reallocating state aid on the basis of a new salary

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schedule; that authorizing school boards to provide both elementary and high school education for World War II veterans; and finally that increasing the liability of sheriffs for failure to pay school orders when due and properly presented.

Several laws of a general character were important from the education standpoint. Among these were acts authorizing local governing bodies, such as city councils, county courts, and school boards, either jointly or severally, to establish Boy Scout camps and Four-H parks, and to provide devices for health and recreation. For that purpose, the law governing the bonded and the current indebtedness of such units was liberalized. The most important of these acts was however that authorizing municipalities, county courts, and school boards, either jointly or severally, to establish public libraries and to provide for their maintenance and supervision. This act was sponsored by the West Virginia Library commission as a means to the performance of its legally designated purposes, the development and coordination of public libraries throughout the state.

With basic minimum salaries ranging from \$115 a month for those holding first grade certificates to \$170 for those with doctor's degrees, not including in either case experience increments totaling from three to forty-eight dollars a month; with tenures secure and retirement allowances assured; with sickness benefits authorized and a degree of assurance of collecting salaries when due, teachers and school officials, following World War II, turned their attention to building needs. As the tax limitation amendment, as interpreted by the court, imposed almost insuperable difficulties in raising the needed funds locally, the source of such funds became a moot question. Generally, conservatives claimed that state aid had reached the maximum permissible under a system of local control and that additional revenues should therefore come from the counties. In support of this claim it was shown that the state was providing a sum equal to the average state support for the entire country. Anything in excess of that figure would therefore, it was claimed, be unsound economically and might also destroy the zest of localities for popular education with direful results to democracy.

On the other hand, liberals, while admitting that the counties should bear additional costs of educational programs, claimed that state appropriations would have to be increased. Such claims were based on the fact that counties in sparsely settled areas could not finance enriched school programs with maximum authorized levies. Moreover, with both population and wealth declining in some of the counties, it was claimed that they would be less able to support such programs in the future than in the past. Some children would therefore be denied equal educational opportunities and the chief purpose of the county unit law would be nullified. Reverting to a provision of the state constitution which required

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the legislature to provide a "thorough and efficient system of free schools," those favorable to increasing state aid for that purpose insisted that public education was primarily a state responsibility. To them the method of financing it was therefore unimportant, otherwise than that it should be approved by the voters.

World War II needs and conditions made for widened horizons and liberal viewpoints. Among other things, this was indicated by programs for educating all the people and for building an American brotherhood. General approval of these programs made it possible for West Virginians to participate in the White House Conference on Rural Education (October 3-5, 1944) and to have a part in drafting the resulting "Charter of Education for Rural Children." In pursuit thereof Superintendent Trent made a survey of "stranded children" in West Virginia. To his surprise, it disclosed 1,011 children—653 elementary and 358 high school—in thirty-eight counties, who did not attend school anywhere. The matter was brought to the attention of the legislature which required school boards to make provisions for the instruction of children who lived beyond the two mile limit then covered.

The broadened outlook, together with the proximity of West Virginia to the national capital, made the state a favorite site for educational conferences. Among those coming in the war period were the Harpers Ferry Conference on Post-War Education (September 14-18, 1943) and the Jackson's Mill School for Executives (August 15-24, 1944). The former was attended by representatives from about thirty Latin American, European, and Asiatic countries, and the Jackson's Mill School for Executives brought together more than three hundred college presidents and deans. The National Conference on School Transportation, held at Jackson's Mill on October 29, 1945, was the first of a series which met annually thereafter. The Southern Atlantic Conference on Rural Life and Education, an outgrowth of the 1944 White House Conference on Rural Education, met at Jackson's Mill on May 3, 1947.

The broadened outlook was perhaps best expressed in the recognitions and opportunities accorded President John W. Davis of West Virginia State College, the land grant institution for Negroes. As a member of the division of higher education of the Federal Education Wartime Commission, he was the officially recognized state leader in that field and functioned accordingly. He was also active in other fields. For instance, he was a member of the White House Conference on Rural Education, and he took an active part in the Regional Conference of the North Central Association of Colleges and Secondary Schools held in Huntington, West Virginia, December 2, 1944. While the increased accord between the races did not result in a formal movement looking to co-racial education, it was a factor in the unquestioned admission of

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Negroes, under a federal court decision, to the graduate and the professional schools of the University.

POST-WAR TRENDS

The post-World War II situation was generally unwholesome, in some phases alarming. Among other things 55,000 youths of school age were not enrolled in 1945-46, and the average daily absences of those enrolled totaled near 42,000. Problems of delinquency had meanwhile become so serious as to cause juvenile authorities to appeal to parents for aid and to brand them as the real delinquents. Some circuit judges went so far as to threaten parents with jail sentences for contempt of court for failure to comply with their instructions. At the same time teachers and administrators were recommending the enactment of more effective attendance laws, the use of better trained teachers and supervisors, and revisions in the courses of study. On the other hand, other teachers and administrators attributed the conditions to the usual demoralizing influences of war and assumed a somewhat fatalistic attitude toward pupil conduct and attainments. Whether significant or not, little was said, even at commencement times, of the school as a factor in character building.

The chief causes of this situation were attributed to the war effort. As usual under such conditions many of the best teachers and administrators volunteered their services and others were drafted, thus leaving the schools to be staffed by emergency and recalled teachers. Then, too, most of the enriched programs inaugurated and maintained under the New Deal had been discontinued for concentration on the war effort. Personal supervision had consequently been all but eliminated; administrative efficiency was greatly impaired; and delinquency extended even to teachers. On the latter subject, a survey in Monongalia County revealed that 1,314 days of the school year 1944-45 were taught by substitutes and that only about one-fourth of the absences of the regular teachers was due to illness.

Fortunately, the leaders were awake to the situation and willing to remedy it. Moreover, they were generally agreed that the greatest need was an improved and adequate educational program from the primary grades to and including the University. Even more significant was the general desire, fostered by a growing state pride and by revolting recent experiences, to rid the reformed system of partisan and personal politics. As a means to that end it was also agreed that the basal needs were administrative and financial. Incidentally, there was no criticism of the county unit and little of the tax limitation amendment. Admittedly, the solution of the several problems required extensive research and detailed study. The 1945 legislature created an interim committee for that purpose and authorized the governor to appoint an advisory committee of not more than fifteen representative persons to aid it.

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As the interim committee felt incompetent to make the needed research and study, it, in keeping with the recommendations of the advisory committee and with the concurrent joint resolution authorizing both, employed Dr. George D. Strayer, retired, of Columbia University for that purpose. He in turn employed a staff of experts to assist him. After several weeks of more or less intensive study on the part of Dr. Strayer and his staff, he made a report devoted primarily to administration and finance.

On the subject of finance the "Strayer Report" indicated that the current expenditures were entirely inadequate to maintain the desired educational program. But, as also expected, it indicated that the existing state aid should remain substantially as it was, as in keeping with sound economy and the best practices. On the important problem of how to raise the needed revenue the Report did not venture beyond existing practices and well-understood possibilities, except to state them more clearly than they had previously been stated.

Thus attention was called to the fact that about \$7,500,000 additional could be raised by extending the rates on the existing assessments to the legal maximums. If however still more revenue was desired, it was shown how it could be raised by assessing general property at its full and actual value, as required by the existing law, and by making the necessary levies. Thus \$22,000,000 additional could be made available, but only \$18,500,000, or approximately 50 per cent of the sum needed, was recommended. It was considered unwholesome for any community to exhaust completely its taxing power.

As a solution of the administrative problem the Strayer Report, in keeping with repeated recommendations of the State Education Association, recommended the establishment of a constitutional state board of education to be appointed by the governor and subject to removal only for cause. The proposed board was to be vested with complete control of the state educational system, the University and Potomac State Junior College alone excepted. As a means thereto it was to elect the state superintendent of free schools to insure the choice of an educator removed from partisan politics. The Report stated also that the state superintendent would be impotent unless he were provided with competent assistants including a deputy state superintendent and several assistant superintendents. As the county unit had proved successful in West Virginia and elsewhere, particularly in the South, its retention was recommended, with the reminder that it was only an improved method of conducting schools and not a panacea for all the ills that beset them.

With the aid of the state school people generally, of the newspaper press, and of members of his staff, Dr. Strayer publicized his findings and recommendations, but from the outset certain rural and small county areas regarded them with suspicion. Generally, they feared that any

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change in the existing system would reshift to them the major portion of the school tax burden, which had been lifted in 1932 by a tax limitation amendment. Voicing this fear the West Virginia Farm Bureau formally protested against any revision of the existing assessment and taxation laws. In keeping with the same conservative tendencies, the Farm Bureau, at the same time and in the same manner, expressed opposition to free textbooks, except for children of the indigent, and to compulsory school attendance for children beyond the age of fifteen.

Undaunted by opposition to the Strayer recommendations, the governor called the legislature in extra session on March 18, 1946, to submit to the voters a constitutional amendment to make some of them effective. As the need for removing the schools from politics was considered basal to the desired reforms, the governor included in his call only changes in the controlling boards and left the other recommendations for the consideration of the ensuing regular session. For the former purpose, he favored the submission of an interim and an advisory committee approved constitutional amendment vesting the choice of the state superintendent of free schools in a nine-member board appointed by the governor for overlapping terms of nine years and subject to removal only for cause. With a view to making the state superintendent a strictly professional official the amendment also relieved him from membership on the state board of public works.

With little debate the senate, having amended the proposed amendment so as to make the state board of education bi-partisan, approved it with only four dissenting votes, but the opposition had meanwhile entrenched itself in the house. As the governor considered his program "the very heart" of the desired reforms, he went on the air over fourteen "hookups" to answer objections to it. As a result of his representations and assurances the house approved the amendment by one more than the required vote but with amendments which made the state superintendent a constitutional member of the state board of public works and required that "At least one member of the State Board of Education shall be of the Negro race." The senate reluctantly accepted the amendment as drafted by the house.

To those who wished sweeping changes in fundamentals the proposed amendment was a sad disappointment. They did not object to making the state board of education bi-partisan and only a few to a Negro constitutional member, but most of them desired to make the state superintendent an appointive official removed as far as possible from political influences and controls. Because of the reluctance of the board of public works to increase state aid for schools over a period of years, State Superintendent Trent, who had favored increases even in the depths of the Depression, felt that he should be retained as a member of that board. Representations to that effect were made to both the

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interim and the advisory committees, but they each refused to yield the point. As already indicated, it was otherwise with the legislature.

Unfortunately, the legislative concession with respect to the retention of the state superintendent as a member of the state board of public works was made in the belief and some claimed with the assurance of friends of Superintendent Trent that he would favor and work for ratification. In its final form the proposed amendment was thus a temporizing measure, the like of which, as indicated by an able newspaper editor, might some time in the not distant future be overtaken and overwhelmed by an enlightened state pride.

Although the proposed amendment was endorsed formally by the West Virginia Education Association, by the West Virginia Classroom Teachers Association, by the West Virginia Junior Chamber of Commerce, by the West Virginia Chamber of Commerce, and other organizations, it was defeated by a vote of 173,005 to 179,652. The determining factor in this vote was the insistence of rural counties that the proposed change, in some way not entirely clear but none the less real, contemplated a reshifting of the school tax to general property. The powerful "Ogden chain" of newspapers made much of this unwarranted assumption. Generally, the result was attributed to the opposition of State Superintendent W. W. Trent to ratification. In keeping with the traditions of the state department of education and as a means of providing unity in and of eliminating duplication from the state educational system, he had long favored one constitutional board for the control of the entire state public educational system. He therefore opposed the proposed amendment, primarily because it failed to provide the desired common control and secondly because it aimed at "taking from the people the right to elect their superintendent." The temporizing feature of the amendment was also a factor in its rejection, because many persons abstained from voting.

Defeat of the constitutional amendment did not deter the governor and the legislature from reforms which were accomplished through a statutory enactment authorizing a reorganization of the state board of education. As reconstituted by the 1947 session the state board was a bi-partisan (5-4), executive appointed body with the state superintendent of free schools an ex-officio, non-voting, tenth member. No more than two appointive members could be from one and the same congressional district and one of them was required to be of the Negro race. Except the original appointees, the terms were for nine years each, and the members were exempt from removal, except for reasons stipulated by law. Moreover, financial control of the state colleges was transferred from the state board of control to the newly constituted state board of education.¹⁰

Though the Strayer Report indicated that state aid to public education had reached the limit of sound economy and though about half of

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the counties, in keeping with its recommendations and with what seemed to be their only means of improving the educational setup, extended their levies, the 1947 legislature surpassed all others in the total state funds appropriated for public free schools. The total for the 1947-49 biennium was \$69,443,936, or an increase of about \$28,000,000. Without a dissenting vote in either house, it approved the West Virginia Education Association teachers' salary bill, under which the average annual salary for teachers and principals was increased from \$1,672 to about \$2,262. At the same time a new minimum salary bill for county superintendents, on a graduated population basis, was approved. Under this bill it was possible for a county with 94,000 "and up" population to pay its superintendent a salary of \$6,500, not including state aid aggregating in some counties \$2,000.

The formula for distributing state aid among the counties having become outmoded, it was changed with a view to making the counties individually responsible for an improved program. For that purpose the state guaranteed to each county sufficient aid to maintain a hypothetically determined "foundation school program," but instead of determining each county's share on the basis of its 1938 property assessments, as in the past, an effort was made to base it on the county's ability to pay, as determined by a series of business indices. Unlike the old formula, which was determined largely by imported specialists, the new one was developed by the county superintendents.

Among still other features of the school legislation of 1947 were provisions liberalizing retirement allowances and giving the non-teaching personnel the same retirement benefits as those accorded teachers; amendments designed primarily to make it possible for Negroes not accessible to high schools to be educated; removal of all restrictions on the number and type of supervisors and special teachers which a county school board might employ; requiring county boards to employ county superintendents on the first Monday of June instead of on the first Monday in July, as formerly; permitting the election of a school librarian to serve during the summer months and liberalizing the regulations governing the selection of books for elementary grades; and permitting high school athletic associations to establish and maintain an insurance program to cover high school pupils injured in athletic activities.

Although the school legislation of 1947 was admittedly liberal and "in the main" free from partisan features, there was much to be desired. In the first place, no one could foresee to what extent increased salaries and other benefits would attract desirable persons to the teaching profession. With the number of professionally trained teachers far short of the annual personnel turnover, and that too despite the greatly increased college enrollments, the prospects were not encouraging. The indications were thus that emergency certificates would be used for some time

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in the future. The inequalities and injustices thus entailed were intensified in those counties which, because of their lack of taxable values, were unable to maintain standard programs. Then, too, there were still crowded classrooms; antiquated and even unsafe buildings; inadequate grounds, excessive distances to travel by bus to and from school; and a tendency to shorten the school day. In fixing the ratio between funds allocated for instruction and funds allocated for maintenance and operation at 71 per cent and 29 per cent respectively, the 1947 legislature attempted to solve some of the above indicated problems.

The greatest needs in 1948 were buildings and equipment, but the leadership and the public, insofar as it was concerned, were divided as to the method of financing them. On the one hand, a considerable element adhered to the recommendations of the Strayer Report to the effect that state aid for public school purposes had reached the maximum of safety in the interest of efficiency and democracy. On the other hand, a larger element insisted that the building needs could be met only by state aid. On the eve of the general election of 1948 State Superintendent Trent, who was a candidate for reelection, indicated that at least \$80,000,000 of state aid would be required. Following his reelection he asked the state budget commission to approve an item of \$16,500,000 for distribution among the counties for building purposes—half of it in lump sums of \$150,000 each and the other half on a dollar for dollar matching basis to be determined in particular cases by the net enrollment. In the first recommendation of the kind the budget commission approved \$10,000,000 state aid for building purposes.

ORGANIZATIONS

Organization was the outstanding development of this period. In response thereto potential leaders lost their individual identity, old organizations were rehabilitated, and new ones with large memberships came into existence. The trend extended to social service clubs, to fraternal orders, and to the churches, each of which increased its teacher membership in a period not distinguished for love and charity or for things orthodox and spiritual.

The tendency of teachers to rely increasingly on organization was accelerated by the enactment of the county unit law and by the successful fight of 1934-35 for restoration of salaries and for continuance of state aid for nine months. Prior thereto the membership of the West Virginia Education Association had decreased since 1932, and some of the affiliated organizations had practically ceased to function. But the membership of the former reached 13,695 in 1935, or 92% of the total number of white teachers employed, and two years later it was 14,529, an all-time high. Meanwhile, about 13,000 persons had attended the annual convention in 1936.

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The increased membership of the West Virginia Education Association entailed new problems, among them being that of finding meeting places with accommodations for the annual conventions. For their solution a committee on reorganization was appointed in 1936, and the following year most of its recommendations became a part of the constitution. As thus determined, the organization was based upon a federation of the following groups: the fifty-five county teachers' associations and five affiliates, viz: the higher education, the school superintendents, the secondary principals, the elementary principals, and the classroom teachers' associations.

The reorganization retained the delegate assembly which consisted of one delegate for the first fifty paid members of an affiliated association, one for the next fifty or minor fraction thereof, and one for each additional one hundred and fifty or major fraction thereof. The officers of the Association were elected by the delegate assembly, and their terms began at the time of their election instead of at the beginning of the ensuing calendar year as formerly. Nothing was done to solve the lodging problem of the annual conventions, but the program was broken down into concurrent sessions (A and B) with only one or two general sessions. Because the members were interested primarily in what the Association did for them, thereafter the president's annual address took the form of a report.

About the same time the Association planned to become a "greater and more powerful" organization. For that purpose it was given an executive-secretary, and in 1938 R. B. Marston, Superintendent of the Cabell County schools, was elected to the newly created position. As such, he cooperated with interim committees of the legislature and other agencies and made a point of keeping affiliated organizations active and articulate. This was particularly true of the county teachers' associations, "the pivotal units of the setup." In aid of these objectives the annual reports of the executive-secretary contained statistical studies, and in 1944 *Our Schools*, featuring "News" and "Needs," was published monthly as a supplement to *The School Journal*. Until his death, April 6, 1947, J. H. Hickman was the managing editor of both of these publications. Soon thereafter Clara Lytle, assistant editor since 1938, was made director of publications. As such, she became the managing editor of *Our Schools* and of *The School Journal*.

The presidents of the Association in this period and the meeting places were: J. F. Marsh (1929), Huntington; Margaret Nicely (1930), Clarksburg; L. W. Burns (1931), Charleston; Myra M. Nefflen (1932), Huntington; E. E. Church (1933), Wheeling; Elizabeth Goodall (1934), Parkersburg; H. Laban White (1935), Charleston; Dorcas Prichard (1936), Huntington; Robert Clark (1937), Clarksburg; Ruth Walls (1937-38), Charleston; V. L. Flinn (1938-39),

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Wheeling; Mrs. Nellie O. Dick (1939-40), Huntington; E. S. Maclin (1940-41), Charleston; Winifred Newman (1941-42), Huntington; P. E. Reeder (1942-43), Charleston; Mrs. Margaret G. Phillips (1943-44), Regional meetings; W. E. Buckey (1944-45), Regional meetings; Mae Newman (1945-46), Regional meetings; Rex M. Smith (1946-47), Huntington; Corma A. Mowrey (Nov. 9, 1947-May 8, 1948); and G. W. Bryson (1948-49), Charleston.

In 1944 the Association adopted the Five Year Plan of Unification, Expansion and Development. The first phase of this plan called for the enrollment of 90% of the state's teachers in the State and the National education associations by 1949. This was to be accomplished through the "Unified Dues Plan" whereby a teacher might join the national, the state and affiliated associations through one enrollment and a single payment of dues. In 1949 the goal had been achieved in all but thirteen of the counties, and seventeen of them had 100% memberships. They were Barbour, Calhoun, Doddridge, Greenbrier, Hardy, Harrison, Lincoln, Marshall, Monroe, Morgan, Pendleton, Pleasants, Pocahontas, Tyler, Upshur, Wayne, and Webster.

As reorganized and enlarged the "S. E. A." was more than ever regarded as a pressure group. As such it was condemned by the newspaper press, and in widely copied editorials the *Morgantown Post* objected to the practice of permitting teachers to attend the annual conventions at public expense, and to the alleged disrupted school programs. Because of war demands, the attendance at the annual conventions declined to about 7,000 in 1942 and to about 6,000 in 1943. In 1944 the executive committee substituted six regional conventions for the regular annual convention as follows: October 13, Beckley and Huntington; October 20, Charleston and Wheeling; and October 27, Clarksburg and Romney. In response to the war needs and to the desire for the dispatch of business, the delegate assembly met at different times and places than those assigned any of the regional conventions.

War exigencies raised financial questions, particularly with respect to the Reconstruction and a bill then pending in the Congress for the distribution of \$300,000,000 among the states in aid of public education. Secretary Marston accepted a "special assignment" on the staff of the National Education Association with respect to this bill, but it encountered opposition from private and parochial schools and from state rights devotees and failed of passage. With the termination of his "assignment" Marston resigned the executive-secretaryship of the S. E. A. to accept a position with the N. E. A. and P. E. Reeder, acting, was in 1943 named executive secretary.

Results of teacher and administrator contacts with the Southern States Work Conference on School Administrative Problems, held annually since June, 1940, at Daytona Beach, Florida, tended to maintain

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administrative efficiency and professional standards in the war period. These conferences were sponsored by the state departments of education and the state education associations of fourteen states, including West Virginia. Another stimulating influence was the conference on Rural Life and Education, sponsored by the Division of Rural Services of the National Education Association which met at Jackson's Mill on May 1-3, 1947. Delegates from seven Southern Atlantic states participated in considering the theme, "Better Rural Living."

With these activities as patterns the West Virginia Education Association had meanwhile sponsored conferences of its own. The first of these met at Jackson's Mill through August 13-17, 1945, and a second was held at Camp Caesar on Gauley River, near Webster Springs. With persons who had attended the Southern States Work Conferences taking the lead, the first of the Camp Caesar conferences evolved a program for "Building a Better West Virginia Through Education" in keeping with the thesis that education should be "in aid of an increasingly democratic way of life."

In pursuit of the program for expanding the services of the Association through work conferences the annual dues were increased to \$3.00 in 1945, and in January, 1946, its executive committee established a division of professional and community relations and named Sam. M. Lambert of the state department of education to head it. As determined by him and approved by the executive committee, the work of this division was organized under the following heads: 1. A field service for contacting county association officers; 2. Research and statistics; 3. Publicity and news reporting; and 4. Membership. As expected, this division became a part of the association organization.

As a part of the Association expansion program the first annual convention after World War II, that meeting in Huntington in November, 1947, sponsored the "School for Leaders," which in August, 1948, held a two day session on the campus of West Virginia Wesleyan College. This school was composed of county association presidents and secretaries, the presidents and the secretaries of the state-wide affiliates, the chairmen of the association committees, the members of its executive committee and staff, and other selected leaders. The school was under the immediate direction of Corma A. Mowrey. As director of its "First School", her job was to train leaders with a view to increasing their effectiveness and thus furthering the expansion program. For the same purpose the annual dues were in 1948 increased to \$5.00.

With the Charleston meeting of 1948 and its 12,000 attendance the annual convention was definitely reestablished, but the delegate assembly continued to meet in May for the transaction of the business affairs of the Association. In conformity with this policy the term of President Geo. W. Bryson began in May, 1948, immediately after the meeting of

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spare-time workers. In the reorganization which followed, work on the curriculum was interrupted in 1945 but resumed in 1947.

Critics of the single curriculum objected to tearing up "the old courses" and expressed concern lest the proposed certificate, based on only four years of college work, would destroy the admitted advantage of free electives and produce "jacks of all trades and masters of none." As no other state or reputable institution of learning had previously undertaken a comparable experiment, it was claimed also that West Virginia colleges should not risk their reputation on a training program that deviated so widely from accepted practices. Those thus minded tended to agree with Dr. W. G. Bagley, leader of the pedagogic counter-revolution to the teaching of John Dewey, who, in 1930, had deplored the alleged loss of time and money in making certification and training programs. Like Bagley, critics of the single curriculum would have emphasized rather the need for greater care in the preparation of teachers in the essentials and in their selection.

To keep the schools open, during the war years, the state board, in compliance with a recommendation of the State Wartime Commission, authorized the issuance of one-year certificates to former teachers who could no longer qualify for regular certificates. When this provision failed to provide the needed supply, the board authorized emergency certificates which were granted, if recommended by a county superintendent, in seven different classifications ranging downward from a Master's degree basis to less than high school graduation. In 1946-47 it was necessary to issue 1968 emergency certificates for full-time teaching in the elementary schools and 515 for teaching in the high schools. In addition, 1062 were issued for substituting in the elementary school and 184 for substituting in high school. Emergency conditions in high schools and consolidated elementary schools almost disappeared in 1948, but conditions in the rural schools were only slightly improved.

The effect of the war upon pre-war standards was indicated by the fact that 60 of those certificated for elementary work in 1946-47 were not even high school graduates; 879 had no more than a high school diploma; 463 had less than one year of college credit; and only 434 had two or more years of college. Of 515 emergency high school teachers, 246 held college degrees, 46 had only one year of college work, and eleven held only high school diplomas. Under such practices the quality of teaching was lowered at a time when the compensation was being increased. To correct this anomaly the 1947 salary schedule rewarded the prepared teacher.¹⁴

COURSES OF STUDY

As school curriculums to be effective need to be changed frequently, that for the elementary schools, published in 1928 (reprinted, 1930), and

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that for secondary schools, published in 1927 (reprinted, 1929), were soon out of date. The Depression and the accompanying phenomena all but antiquated them. A state curriculum committee, chaired by Dr. F. W. Stemple of the University, was accordingly named in 1933 to develop courses of study for both elementary and secondary schools to meet the changed conditions. As originally constituted, this committee was composed of thirteen members, but the number was later increased to sixteen who constituted a steering committee to direct the activities of four special committees of twelve to twenty-one members each and a number of teachers working independently. With the aid of scores of teachers a tentative manual was published in 1935, but the final report was not published until 1937. As then described, it was "an enriched course of study" which was to be subjected to "further enrichment and change as new developments occur."¹⁵

The significant change in the elementary course was in the "Language Arts Program," where reading, language, and literature were presented as one correlated subject. Admittedly difficult processes in arithmetic, such as short division, fractions, and decimals, were postponed or moved forward. In the required study of agriculture, physiology, and hygiene, science was placed in the elementary grades as an experiment, and history, geography, and civics were presented as one subject. The use of separate legally adopted and required textbooks interfered with the attainment of this objective which was left largely to the resourcefulness of the teachers. In the field of "Individual Needs" (art, health and physical education, home economics, trade and industrial education, and practical arts), music was required for the first time. Not including sixty-three pages of introductory matter, the printed "Program of Study for Elementary Schools" covered 677 pages. That for the intermediate grades, covering 392 pages, was published separately, as was that covering 299 pages for the advanced grades.

As intended, the secondary course was more practical and more flexible than the other courses. Reading was the central activity. Home economics for girls and industrial arts for boys were required in the seventh, eighth, and ninth grades; music and art were required of all pupils in the seventh and eighth grades; health and physical education were required through the entire secondary period; mathematics was required of all in the seventh and eighth grades; and biology came in the tenth grade. With reading still the central activity, the eleventh grade English was liberalized so as to permit a choice of literature, journalism, or speech. Two years of Latin were outlined, as was also a two year optional course in French. If however pupils wished to take German, Spanish, or Italian, it was suggested that the courses could be developed along the lines outlined for the French courses. As in the elementary grades, the resulting structure was anchored on four "corner posts,"

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namely: 1. Language; 2. Methods of exact thinking; 3. Broad view of the world; and 4. Care of individual needs. The finished program was published in separate bulletins, one for each of these titles.

Whatever the significance, there was little or no criticism, such as appeared in 1927, of these courses. Without question, the state board approved them; the newspaper press was silent regarding them; and the *West Virginia Educational Bulletin* and *The School Journal* alike indicated that the chief concern was to make them effective. All were doubtless influenced by the fact that the general pattern of teaching, especially in the high schools, had not been disturbed. An expressed wish of the steering committee to the effect that the work should not be regarded as definitive, was reassuring.

Great care was taken also to familiarize teachers with the programs and to aid them in their uses. For these purposes several handbooks and manuals were published and distributed by the state department. Among these were "West Virginia Units on Conservation" (1939); "A Guide for the Study of Homemaking in the Secondary Schools of West Virginia" (1939), "A Handbook for Teachers of Primary Reading" (1940), "A Handbook for Teachers of Elementary Science" (1941), "Suggested Plans of Organization and Procedure for One and Two-Teacher Elementary Schools" (1942), and "A Handbook for Teachers of Intermediate Reading" (1942).

In the same manner but with a changed personnel, except the chairman, Dr. Stemple, this committee resumed its work in 1944 and developed the "Program for Grades Seven, Eight and Nine Junior High and Elementary Schools," a 518 page document published by the state department of education in 1947. While emphasizing the importance of articulation and of special methods for the junior high grades, this study made reading "the heart of the program." Seventy pages of the "Program" were given to "Social Living and Education," and it contained sixteen bibliographies, varying in length from one to seven pages.

TEXTBOOKS

Except for classified high schools and for towns and cities of 3,500 or more population, textbook adoptions in this period were made by the state board of education. Adoptions were for five year periods and on a uniform basis, "one book, or one series of books, and only one on each subject required to be taught." As in the previous period, adoptions were accompanied by high power salesmanship of representatives of interested publishers and their paid retainers, mostly influential lawyers, who were held in restraint by statutes restricting adoptions to thirty per cent of the subjects required by law to be taught, and requiring an affirmative vote of five of the seven member board either to make or to change an adoption.

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Throughout this period there was increasing dissatisfaction with this method of selection. Ignoring experiences with the county system of adoption used from 1904 to 1909 and its notorious scandals, teachers wished to return to the county system but with corrective modifications. Among these were the proposed multiple lists of at least three books for each subject, selected by classroom teachers and approved by the state department of free schools. The chief argument for this method was that textbooks suited to one community were not necessarily suited to another. For instance, those suited to an agricultural unit were rarely suitable to an industrial area. Primarily for this reason, the proposed change in the method of selection was repeatedly endorsed by the State Education Association and by other professional organizations.

Inasmuch as the chief aim of the county unit was to equalize educational opportunities, free textbooks followed as a matter of course. Their use tended not only to overcome inner group differences due to variance in family positions and fortunes, but they made, or were believed to make, for democracy. Accordingly, the county unit law provided that, "The board of education of every county may purchase the necessary textbooks prescribed to be used in the free schools by the pupils thereof and shall provide such books for the pupils whose parents, in the judgment of the board are financially unable to provide same."

Under this authority the state department approved the expenditure of \$500 annually by counties "sharing in equalization funds" and a few of the other counties purchased books. But shortage of funds prevented most of them from buying. Thus most of the children coming from poor families were without textbooks and without equal opportunities. If funds could be provided, the state superintendent favored a free textbook system for all children but, in any event, the purchase of books for families on relief. These recommendations were repeated in 1936, when he suggested that counties with available funds might purchase free textbooks for all children "in grades one to four or six."

As a means of providing equal educational opportunities, affecting desired economies, and eliminating the scandals which sometimes featured adoptions, Governor Kump favored the use of "publicly owned textbooks." In other words, he thought textbooks should be written by persons in the employ of the state and be printed and bound at state expense. For that purpose he had an item of \$500,000 inserted into the legislative budget for each year of the 1935-37 biennium, but they were diverted to teachers' salaries and to school maintenance. As planned by the Governor, the item for the first year was to have been spent for texts for the first six years of the elementary grades and that for the second year for the upper grades and high schools.

Undaunted by his failure to get the necessary funds to try the publicly owned textbook experiment in a large way, the Governor tested it

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on a small scale. For that purpose President Turner of the University was appealed to, and he in turn interested the College of Education of that institution in preparing a history of the state for required use in the upper grades. For that purpose a non-resident teacher of English in the University Rural High School, who knew little about the history of the state, was employed. With the help of others, among them the Governor's expert advisers, she produced *Stories of West Virginia for Boys and Girls* which was published by the state in two parts.

Like other similar undertakings, this one was a failure. After all, it was largely a one-man undertaking which did not meet with the approval of a considerable number of teachers. In some places they did not take the texts from the office of the county superintendents and the teaching of state history continued to be neglected.

The free textbook movement was meanwhile growing in favor. Most of the teachers' professional organizations requested the gradual introduction of free texts and continued to favor multiple adoptions, but Governor Holt, in an address before the State Education Association in 1937, condemned the latter proposal as impractical, uneconomical, and unsuccessful. At the same time he called attention to the fact that funds budgeted for free textbooks had twice been diverted to teachers' salaries and to public school maintenance. Business conditions permitting, he hoped however that a teacher retirement plan and free textbooks would be authorized.

A step toward the latter goal was taken in 1939, when \$150,000 was appropriated for each year of the 1939-41 biennium for the gradual introduction of a state-wide system of free textbooks. This fund was distributed among the counties according to the ratio of their total net enrollments to the total net enrollment for the preceding year, but the expenditure of the fund was left to the county boards who were required to give first consideration to children of the indigent poor, whether in public or in private schools. In providing textbooks for the non-needy, boards were allowed to do so either by consecutive grades from one to eight inclusive, or by subjects, beginning with the legally adopted texts for the first grade.

Counties which had already purchased textbooks under the existing law, were authorized to use their respective shares of the textbook fund for the purchase of approved library books and other supplemental materials. Already a number of counties had gone a long way toward acquiring their own textbooks through the use of a rental system, under which provident children paid for the use of county-owned books and supplies. By 1942 "the state had made a very satisfactory beginning toward supplying free textbooks for all."

Although the appropriation for free textbooks was reduced to \$125,000 for each year of the 1943-45 and the 1945-47 bienniums, most counties progressed toward the goal of free texts for all. This was notably

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true of counties which had made a beginning before the state appropriations were available. Under the resulting practice most of the counties purchased all the texts in a particular subject and then moved on to another subject, as determined by the county board on recommendation of the county superintendent.

LIBRARIES

1. SCHOOL

As determined by size, the public school libraries made improvement during the eight years immediately preceding 1931. Following a period of decline after World War I, the number of volumes almost doubled in 1923 and continued to increase annually thereafter to grand totals of about 640,000 for high schools and 890,000 for elementary schools in 1938. In other words, the pupil per capita in the former was then about eight volumes and in the latter about three. Since 1911, a state regulation had required school boards to provide first class high schools with working libraries, and parent-teacher organizations, pupil-reading circles, progressive teachers, and the A. A. U. W. had done much to develop elementary libraries. On the average book per pupil basis the Negro schools in some counties made a better showing than did those for the whites. In this, the Negro schools were aided by the Julius Rosenwald Fund which provided a part, usually one-third, of the initial cost of libraries established for Negro youth. In 1932 and for some time prior thereto school boards were required to budget one dollar for library for each pupil enrolled.

In general the public school library situation was not as favorable as the statistics indicated, for both the elementary and the high schools emphasis was upon size rather than upon quality. Consequently, many libraries consisted largely of obsolete textbooks, government documents, and antiquated treatises on theology which would-be benefactors had unloaded on the schools instead of destroying them. Then, too, there were few full-time and still fewer trained librarians. The prevailing practice was to make a part-time librarian of the English teacher, sometimes without training but rarely with more than four hours, who was commissioned to catalogue the library. Although the state department "advised" the use of a full-time librarian for all classified high schools having enrollments of 250 or more, only 59 of the 131 schools in that class in 1933-34 employed full-time librarians, and only a few of these were trained. Moreover, elementary libraries were pitifully lacking in supplemental materials for the primary grades and reference books in the Negro school libraries were antiquated. As much as anything else perhaps, this condition explains the failure of the youth thus taught to develop a fondness for reading and for books, one of the greatest educational needs.

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The county unit and the accompanying changes had a wholesome effect upon the public school library situation. Monongalia County led the way in establishing a traveling library for both youths and adults; Tyler County established at once a county library; and annual "Book Week," first observed in 1919, commanded more general interest and support. More important still, the newly constituted state supervisors in the state department gave the library situation attention with a view to effecting needed reforms. First of all, they launched a campaign to relieve book shelves of useless materials and to fill them with materials adapted to the ages and the needs of the pupils. Teachers and patrons alike sensed the need for this reform, and, despite the prevailing Depression conditions, they aided in improving their school libraries. At the same time there was a noticeable tendency to make library services county-wide and to employ more full-time trained librarians.

On the whole, the Depression tended to neutralize those gains. Among other things, expenditures for high school libraries decreased from about \$95,000.00 in 1929-30 to about \$20,000.00 in 1933-34, and the number of volumes per pupil declined from seven (7) to five point seven (5.7). But for the reduced total enrollments, the per capita average would have been even lower. In many counties the elementary libraries contained less than one volume each for each child enrolled and only a few of them exceeded the general average. Through parent-teacher and pupil reading circle activities the elementary libraries tended to hold their own. Whether significant or not, the state supervisor refrained from favorable comment which was scarcely permissible in view of the fact that the total number of volumes in the elementary libraries had decreased from 1,741,540 in 1934 to 1,520,877 in 1938. The high school library situation, as of 1938, was officially described as "in desperate circumstances," there being fewer volumes per pupil than at any time since 1911. Because of the activities of interested groups and aid from the Rosenwald Fund, the Negro schools continued to make a better showing generally than did those for the whites. The former were far below standard. Reflecting as it did a traditional indifference, the failure of educators to include libraries among the "chief educational needs of West Virginia" was perhaps the worst feature of the situation.¹⁶

Surmounting the reactionary results of the Depression and the deadening effects of traditional indifference, the public school library situation improved in the 1938-40 biennium. Parent-teacher organizations and pupil reading circles were increasingly active, and the county unit was a wholesome influence. By breaking down artificial barriers the county unit brought about county and intra-county regional libraries which, through a circulating plan, made it possible for members of the public reading circles in 1938 to reach their goal, one million books read in one year by school pupils. In 1940 this plan provided forty per cent

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of such reading material in thirty-two counties. At the same time parents were reading about 50,000 volumes annually and teachers an average of three professional books, made available through traveling libraries. In 1940 the number of books read by the pupils totaled about two million. During the same period the general high school library situation continued somewhat stationary, but schools belonging to the North Central Association of Colleges and Secondary Schools increased their average per capita expenditure for books and there was a tendency to employ more full-time librarians.

Strange as it may seem, the public school library situation improved during World War II. In the elementary schools this tendency was aided by keeping the manual of approved reading circle books up to date, by a larger number of county libraries, by increasing use of the circulating plan, by greater care in the selection of books, and, most important of all, by a state requirement that county boards budget a minimum of fifty cents per pupil for approved library books for use in the grades and seventy-five cents for each high school pupil. The high school libraries improved also by culling out "dead material" and by increasing the number of full-time, trained librarians. By 1944 the number of volumes in each had increased to about 855,000 and 1,160,000, respectively; the number of volumes per capita was higher than since 1931; and educators were beginning to realize that "the library is the heart of the school." More significant still, perhaps, the number of volumes read annually in pupil reading circles passed the two million mark, and the state library and reading circle committee, working through the state department of education, set up a "Three Year Plan" with specific reading goals for each pupil from the first to the eighth grades inclusive. The plan called for about 710,000 additional volumes in the elementary libraries.

2. PUBLIC

Like the failure of teachers to correct perceptibly the tendency to use poor English, the public school library movement, which was not an integral part of the public school system but a very important part of the educational program, did not carry over to the general public. For according to a study made in 1938 by Louis R. Wilson, West Virginia was then forty-seventh among the states in public library development. At the same time, "it ranked 33rd in per capita annual income and 36th in educational development." Thus, in what might be termed library effort, it trailed all the states except Arkansas, which at that time, began to appropriate \$50,000 annually for statewide library purposes and the support of a state library commission.

In addition to the traditional indifference to and inertia in things of a cultural nature, the West Virginia condition was due largely to a lack of educated, purposeful, and persistent leadership, as indicated by

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the fact that she was among the last states of the Union to establish a state library commission for the purpose of developing and coordinating public library services. In 1929, when such an agency was authorized, thirty-five states, some of them in the previous century, had set up library commissions. The West Virginia Commission was not however provided with funds, even for a secretary. There were then only twenty-three libraries of a public nature in the state, and only thirteen of these had any support from public taxation. The others were dependent upon subscriptions, fines, rentals, donations, rummage sales, and the like for funds. Consequently, only twenty-three per cent of the inhabitants of the state had access to any kind of libraries other than those maintained primarily for the public schools.

To the few educators who were willing to judge the education tree by its fruits, and to like-minded leaders in the A.A.U.W., the parent-teachers' associations, and the State Federation of Women's Clubs, the public library situation was intolerable. Accordingly, the last named organization, in a manner somewhat peculiar to West Virginia, engaged experts to make a survey. Because of the Depression and the tax limitation amendment which all but cancelled current expenditures, the experts found an even worse condition than that described in the last paragraph above. Moreover, they charged West Virginians with laxity "in recognizing the importance of the library as a public service institution" and described the West Virginia public libraries as the worst, "with but a few exceptions . . . the Committee has ever visited." As the first step toward reform, it recommended an appropriation for the state library commission and the employment of an executive-secretary to put it into operation and direct its activities.

Through efforts of the state library commission and the late Professor Rebecca L. Pollock of the University College of Education, these facts and recommendations were used to enlist public support for a legislative appropriation which was made in 1939 in sums of \$2,500 for each year of the 1939-41 biennium. The appropriation was contingent, however, on its release by the governor. As he failed to act, after repeated requests to do so, the commission was thus unable to function effectively. But the next legislature appropriated \$10,000 for each year of the 1941-43 biennium for the library commission and vested control of its funds in the board of public works. In line with the same policy, the membership of the commission was changed perceptibly, as of July 1, 1941. Through efforts of the newly constituted commission, the funds were made available in January, 1942, and on March 16, 1942, an executive-secretary was employed and began to function at once in quarters formerly occupied by the University Health Center in Morgantown.

During its first year of activity with an executive-secretary, the library commission directed its efforts primarily to securing a more adequate

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appropriation and the enactment of an up-to-date library law to replace the act of 1915, under which it was functioning. In support of these objectives, Chairman W. P. Kellam of the University Library indicated that about seventy-five per cent of the population of West Virginia did not then (1943) have adequate library service and that such service was impossible in the absence of trained librarians. As a stimulus to action, he indicated furthermore that West Virginia, spending seven cents per capita for public libraries, was third lowest among the states, only Mississippi and Arkansas spending less. To remedy this condition, he showed what the commission could do with both a \$100,000 and a \$75,000 budget. But the appropriation was not increased over that of the previous biennium, and the requested new library law was not enacted.

Undaunted, the commission continued to press toward its goals. To that end it launched the "Better Library Movement" and an official organ, *Library Lookout*, each of which justified the commission's requests on the score that library services could and should be extended to the rural areas. Primarily for this purpose, the annual appropriation was increased from \$10,000 for each year of the 1943-45 biennium to \$16,350 for each year of the 1945-47 biennium, and the desired new library law became a reality. The new law authorized county courts, county boards of education, and municipalities, either singly or jointly, to appropriate funds for county library services. It also authorized two or more counties to contract with each other or with existing libraries for service, and thus furthered the establishment of much desired regional libraries.

Under this set-up the public library movement made progress. It was impeded however by the limited and shifting personnel of the commission staff, but its book-lending service reached residents in every part of the state, public libraries, and women's clubs; the bookstock increased to about 15,000 volumes, including about 4,000 from liquidated W.P.A. projects; and the total circulation for 1943-45 was 13,354; the executive-secretary gave interested groups aid in building up and maintaining public libraries; and the commission planned to employ trained librarians to carry on on a large scale when funds were available. With twelve counties without any public library service, with thirty-four towns in twenty-six counties having libraries supported by clubs and organizations in sums ranging from fifty to one thousand dollars each, and with only eighteen towns in sixteen counties having libraries supported by tax funds, the state had a long way to go to reach the goal set by the state library commission.

The most hopeful factors in the situation were the growing interest of the reading circle youngsters and the fact that the state had a functioning library commission which was gaining in public and legislative favor. On the other hand school boards generally failed to budget permissible allowances for books for either the grades or the high schools; following

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the withdrawal of federal funds bookmobile service was restricted, as in Monongalia County, to school youths; West Virginia ranked thirty-eighth among the states in the circulation of magazines per 1,000 population; and generally school people, both teachers and administrators, were indifferent to the needs for and the benefits to be derived from public library services.

Audio-visual education was a potential field of library service only beginning to be developed. Although the state department had not done much to promote this form of education, various federal agencies had deposited a large number of films in the University and Marshall College libraries, and these institutions had purchased others. Upon request they were lent to responsible persons and to institutions in the same manner that books were lent. At the University this service was in charge of the audio-visual aid department which, for service and damage fees aggregating \$226.50, in 1944-45 served almost 410,000 auditors.¹⁷ For some time the University, through the College of Education, had offered instruction in audio-visual education.

CONSOLIDATION AND TRANSPORTATION

Because of vacillating policies and the rugged topography, consolidation and its concomitant, pupil transportation, did not keep pace with other phases of educational progress in West Virginia prior to 1929. In the interest of economy, Dr. Roy G. Blakey, a tax expert employed by the governor, in 1930 suggested the possibility of saving from twenty to twenty-five per cent of the cost of the rural schools by consolidating them. As the construction of improved roads tended to make this possible, the suggestion was seized upon by State Superintendent Cook who, as county superintendent of McDowell County, had had considerable success with consolidation. With a view to effecting it in the state at large, he created a division of consolidation in the state department and appointed a supervisor to direct it. The resulting survey revealed 805 consolidated schools in 1932. With 83, Kanawha led all the counties. But for the Depression and the reluctance of the public to abandon the existing districts, even more would have been accomplished.

The county unit and the allocation of state aid on a teacher-pupil basis were boosts to consolidation. The former abolished district lines, except for the payment of existing bonded indebtedness, authorized the transportation of elementary pupils residing more than two miles from a school house, and forced a reduction of teachers. As a consequence, 4,446 one-room elementary schools in 1932-33 were reduced to 3,840 in 1933-34, and 34 small junior and senior high schools were consolidated with larger schools. Although the enrollment had increased approximately 10,000 there were 1,026 fewer teachers. The \$615,000 saved in teachers' salaries did not, however, equal the cost of transportation, not all of which was initial expenditure. Transportation was effected through the use of 711

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vehicles traveling over 1,127 routes, most of which were unimproved, and at a total cost of \$897,836.10, or a per capita cost of \$15.35 for each of the 56,474 pupils transported in 1933-34.

Consolidation was justified on the scores of economy and efficiency. It was accomplished by ignoring former district lines, both magisterial and independent, by combining low teacher load schools, by establishing joint schools near county lines, by transporting tuition paying pupils across county lines, and by increasing the number of six-year high schools. The "Rules and Regulations" of the state department, as approved by the state board of education, the state road commission, and the state department of public safety, were helpful, as was also an act of 1935 giving boards of education authority to close schools where the average daily attendance for two months in succession fell below twenty, and to transport, at public expense, the pupils thus removed more than two miles from a building used for school purposes. By the same act, boards were also authorized to provide for insurance against the negligence of school bus drivers and to require persons who transported school children under contract to carry insurance.

By 1936 "consolidation" had lost its identity in pupil transportation which had become a major school service, banishing the former term from the official reports. Transportation had meanwhile continued to gain in popular and official favor. By 1939 the number of consolidations reached 2,500. This necessitated the transportation of 99,636 pupils daily, which was effected at an average annual per capita cost of \$15.21, or a total of about \$1,400,000. A total of 973 busses, of which number 750 were owned by school boards, were used.

Beginning March 7-11, 1937, all school busses were inspected annually by the state police by order of the department of public safety. As a guide to the solution of the numerous problems involved, Superintendent Trent appointed a special committee to study pupil transportation and to report recommendations for improvement in the methods used. As a result, the "Rules and Regulations" were thoroughly revised, as were also contract forms and cost accounting records. At the same time, an effort was made to impress county superintendents and their assistants with their legal and moral responsibilities in the matter.

In the 1938-40 biennium a division of transportation was created in the state department with Assistant State Superintendent, F. Ray Power, in charge. Under his direction steps were taken toward the required use of the minimum standards developed and approved on April 10-16, 1939, by representatives of the forty-eight state departments of education in a conference at Teachers' College, Columbia University. These covered the most minute details, even the color of the paint used on school bus bodies. About the same time, the state board of school finance, in pursuance of a legislative act passed in 1939, began to apportion state funds for pupil

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transportation and to require county boards to have state approval of bids before purchasing school busses. As a result of this cooperation, slightly more than \$92,000 was saved in the 1938-40 biennium.

At the same time the "Rules and Regulations" governing drivers and maintenance were simplified; the state-wide inspection of busses, begun in the previous decade, was continued; all counties were requested to report accidents, however minor; with the beginning of the 1938-40 biennium, a special school bus driver's license was required annually of each driver; the issuance of safety certificates to non-accident drivers became a regular practice; and the division persisted in efforts to promote the public ownership of all school busses. As a result of the last named effort, the number of publicly owned busses increased from 809 to 921 and the number of privately owned decreased from 222 to 171. The total number of transported pupils had meanwhile increased to 125,133 for the year 1939-40. Including public utility owned, 1,128 "vehicles" were operated; they traveled about 21,800 miles daily, 2,126 of which were over dirt roads; and monthly salaries for full-time drivers of county owned busses ranged from \$15.00 in Monroe to \$190.00 in Marshall County. The average salary was \$63.60. Unsolved problems at the end of the biennium had to do with the authority of the state in the supervision of bus buying, the use of busses for school activities, the maximum load of busses, and the right of the state department of education or the state board of education to prescribe rules and regulations for their purchase and operation.

There were no major changes of policy in the 1940-42 biennium, but the following subjects were given increasing attention: 1. Procurement of busses; 2. Bus repair and maintenance; 3. Selection, examination, and licensing of drivers; 4. State-wide inspection of busses; 5. Routing and use of busses; and, 6. Promotion of safety. The purchase of 321 chassis, 286 bodies, and 15 small units was made under state supervision and at an estimated saving over the list price of about \$145,000 in a total expenditure of \$847,295.69. Under direction of the state department there was a noticeable tendency to standardize bus repair shops; the number of county-operated shops increased from 25 to 34; and the number of busses repaired in county-operated shops increased by fifty per cent. Beginning in 1941, the licensing of drivers was determined as a result of written examinations and driving tests. Three state-wide inspections of busses were made in 1940-41 and two in 1941-42.

On May 21, 1941, the attorney-general again ruled that school busses could be used legally only for the transportation of pupils and teachers to and from school. And greater concern was given to safety. For that purpose school authorities were again required to report all accidents resulting in death or injury to persons or damage to property; a "School Bus Driver's Handbook" was issued; and each driver was provided with a copy of the "Rules and Regulations" governing pupil transportation. In-

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cidentally, the number of pupils transported increased to about 133,000; the total number of "vehicles" used to 1,207, of which 1,028 were insured against public liability and property damage; and the average monthly driver's salary increased to \$73.44.

During the 1942-44 biennium pupil transportation operated under wartime regulations. Beginning November 30, 1942, each bus was required to have a certificate of war necessity, which specified its mileage and authorized its fuel, parts, tires, etc. In compliance with the Office of Defense Transportation's rulings, only eight new busses were bought between December 1, 1941, and June 30, 1944, when West Virginia was allocated 140 new units to be delivered on or before December 31, 1944. Each of the topics indicated in the paragraph immediately above continued to receive attention, but chief interest centered in the repair and maintenance of busses and the selection and certification of drivers. Under the circumstances the number of county-owned garages increased to forty.

To meet the hazards due to inexperienced drivers and the forced use of old and worn equipment, the state department, the United States Office of Education, and the American Automobile Association sponsored training courses for county instructors of school bus drivers. Beginning August 16, 1943, and ending June 2, 1944, three training courses, each of one week's duration, were offered at West Virginia Institute of Technology with Professor Amos E. Neyhart of the American Automobile Association in charge. With such precautions the number of accidents was kept at a minimum and the state board of education in June, 1945, approved a course of study in driver education for the high schools of the state.

VOCATIONAL REHABILITATION

With the change in administration in 1933 "Civilian Rehabilitation" became "Vocational Rehabilitation." As formerly, the work under the new name was carried on under supervision of the state board of education in cooperation with the state compensation commission and under direction of the state superintendent of free schools with the assistant state superintendent, F. Ray Power, in charge. The new administration was, however, responsible for a number of changes. First and most important of these was the centralization of the service in the state department at Charleston and the abolition of all field-agent offices elsewhere. In December, 1933, the state board of education, in cooperation with the West Virginia Relief Administration, established an emergency relief in vocational rehabilitation for persons who could not be served by the regular program, and in April, 1934, a plan for cooperation between the state board of education and the state employment service was put into operation. Among cooperating agencies were the Federal State Reemployment Service and the relief administrations of the several counties. Meanwhile,

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a complete record system had been installed in the central office; and the director in charge was holding regular monthly conferences with the division secretary and the two field agents.

With federal contributions ranging from \$12,584.75 in 1933-34 to \$18,000.00 in 1935-36, state appropriations ranging from \$10,000.00 to \$14,000.00, and private sources making good the matching differences, the work was continued under the above described setup into the 1936-38 biennium, when it was expanded to meet the social security and public welfare situations. Under a new plan for more scientific and effective service, approved by the United States Office of Education, the federal allotment was increased to \$26,734.67 for the first year of that biennium and to \$29,735.00 for the second, and the state appropriations matched them. This increased support was given with the understanding that the assistant director in charge would devote at least one-sixth of his time to the work; that the staff personnel would be chosen in conformity with the state merit system and from persons with adequate training and experience; and that the state would maintain an adequate library on rehabilitation and related fields and, through the use of both state and federal funds, defray the expenses of the staff in attending regional and national conferences on vocational rehabilitation. Under this plan the number receiving service increased from 180 in 1933 to 520 in 1940, at which time more than 2,000 persons had been rehabilitated and placed in positions where they could earn all or a part of the funds necessary to make them self-sustaining. Many of them maintained dependents.

Under these conditions the rehabilitation service became increasingly effective as indicated by the fact that the respective numbers of those rehabilitated and those aided increased from 443 and 307 in 1942-43 to 691 and 472 in 1943-44. In 1943-44 the service included: 1. Early location of persons in need of rehabilitation; 2. Medical diagnosis and treatment; 3. Vocational counseling and training; 4. Physical and occupational therapy and psychiatric treatment; 5. Financial assistance during training; and, 6. Placement in employment and follow-up adjustments, where necessary. For the year ending June 30, 1944, the average per capita cost of rehabilitation was \$147.73; the average weekly earning power for those thus served was \$39.25; and the total annual wage was \$1,410,051.

Primarily to meet the needs of disabled World War veterans the Federal Vocational Rehabilitation laws were amended in 1943. As thus amended, they authorized special services for the blind and physical restoration and vested the control in the Federal Security Administration Office of Veterans' Rehabilitation. At the same time the Federal Government assumed the entire administrative cost of the service for disabled war veterans and, as formerly, matched dollar for dollar state and local expenditures for other like purposes. The amendments also authorized additional counselors, supervisors, and part-time medical and social worker

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consultants. As formerly, all full-time employees were chosen under the state merit system.

By an act approved February 22, 1945, the legislature directed the state board of education to cooperate with the Federal Government in providing vocational rehabilitation for disabled persons and about the same time increased its supporting appropriation for that purpose. In this it was sustained by the public, temporarily concerned because of a widely advertised report that 69,000 West Virginians had been rejected prior to June 1, 1944, for the Selective Service. Under these conditions the rehabilitation program was given independent status under the incumbent director who, beginning in 1944, reorganized and greatly expanded it.

To effect the changed program the division of vocational rehabilitation office was moved from the Capitol Building to the Capital City Building which housed the professional personnel, including E. M. Ashworth, Chief of Rehabilitation Services; M. R. Baker, Supervisor of Guidance, Training and Placement Services; T. R. Egbert, Supervisor of Physical Restoration Services; Dr. H. H. Kuhn, Medical Consultant; Dr. W. O. Stalnaker, Supervisor of Services for the Blind and Severely Disabled; and J. H. Carrico, Specialist in Commercial Enterprises. Reversing the former practice, at the same time seven branch offices, each in charge of a counselor and two district offices, one in Charleston directed by C. N. Hill, Southern District Supervisor of Rehabilitation Service, and one in Clarksburg directed by Ward E. Gamble, were opened. This setup was designed to meet the rehabilitation needs of all handicapped persons who had attained the age of sixteen, including veterans of World War II with non-service-connected disabilities.

Beginning July 1, 1946, the rehabilitation services were expanded by additional personnel, including part-time medical consultants, and an additional branch office was opened. There were also twenty counselors assigned to smaller service areas, and additional services were provided for the blind, the severely disabled, and tubercular convalescents. In aid of the enlarged program publicity was given "National Employ the Physically Handicapped Week" (October 6-12, 1946), the cooperation of public school attendance officers was solicited, cooperative agreements were made with a score or more state and local agencies, and in 1947 a state advisory council of fourteen members was named. From the outset the state vocational rehabilitation service was a part of the public school system.

The fiscal year ending June 30, 1948, the twenty-seventh in vocational rehabilitation service, was officially described as the "most successful." Among other things, the estimated total annual earnings of the 1,546 disabled persons rehabilitated into employment increased from \$343,902 to \$2,182,154; of the 11,723 registered, 4,935 received service; a comprehensive psychological testing program was established; and the hospital programs were enlarged. The total expenditures for that year

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were \$513,486.67, of which \$151,313.36 were state funds. With about 15,000 persons in need of rehabilitation and about 2,500 becoming eligible each year, the director recommended a 100 per cent increase in the rehabilitation services.¹⁸ Fortunately for his purposes, the public was learning to regard them as a legal and a social right.

VOCATIONAL EDUCATION

In compliance with an order of the state board of education of 1934 Superintendent Trent became director of vocational education in succession to J. V. Ankeney who, in 1929, had succeeded J. F. Marsh in that position. Director Trent was assisted by J. M. Lowe who was also supervisor of vocational agriculture, by Lena M. Charter, as supervisor of home economics, and by J. E. Nelson, supervisor of trades and industrial education. Because of Depression conditions the state appropriations had been reduced from \$30,000 to \$24,000 for each year of the 1932-34 biennium, but they were restored in 1934 to the former figure and federal funds were available in increasing sums. The Smith-Hughes Act remaining in force, in 1934 Congress passed the George-Elzey Act to provide funds to continue the allocations under the George-Reed Act which expired on June 30, 1934. Thus, a total of \$186,133.88, not including possible local and institutional funds, was available for each year of the 1934-36 biennium.

The most important initial developments under the new setup were in the field of teacher training. In vocational agriculture a plan, effective July 1, 1936, was approved for a full-time teacher in the University Demonstration High School and a resident University Director of trainees; a part-time teacher, who visited fifty-five schools during the ensuing year, was employed to assist home economics teachers; and the work in trade and industrial education was greatly expanded. This was despite the fact that the 1934-36 biennium was a transitional period in which this work was shifting from evening extension classes to all day trade schools. In this the McKinley Trade School at Wheeling and the Auto Trade School at Huntington were epoch making. More significant still perhaps, trade departments were being established in rural high schools, those at Ronceverte and Richwood being the first. These developments were responses to the demand for electric welding and auto repair work in industrial centers and for arts and crafts work in the rural sections. In response to the former the University, in 1935, offered a six-week course which was completed by about one hundred persons.

With the passage of the George-Deen Act (July 1, 1937), replacing the George-Elzey Act and including the distributive occupations, vocational education in West Virginia was placed on a more certain and permanent footing, for the funds from the Smith-Hughes Act were inadequate and the George-Reed and the George-Elzey acts were temporary measures.

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The new act required only fifty cents of state or local funds to match a dollar of federal funds spent for the salaries and traveling expenses of teachers, supervisors, and directors of agricultural home economics, trade and industrial, and distributive subjects. The same provisions applied also to the preparation of teachers, supervisors, and directors of distributive education until June 30, 1942, when both were raised to sixty cents and increased ten cents annually until June 30, 1947, when each dollar spent under the George-Deen Act was required to be matched dollar for dollar, as under the Smith-Hughes Act. To make the opportunities of the former fully available the state increased its appropriation to \$50,000 for each year of the 1937-39 biennium. Not including local and institutional matching funds, there was thus available for the expanded vocational program almost \$375,000, including unexpended federal funds, for the year 1937-38.

With this help, 42 counties conducted vocational education programs in 1937-38 and 13,932 persons were enrolled in them, 3,884 more than in the previous year. Conferences, most of them at Jackson's Mill, became annual, in some cases semi-annual, events in the lives of teachers of vocational agriculture, of members of the Future Farmers of America, of the West Virginia Home Economics Association, and of the West Virginia Trade and Industrial Teachers' Association formed in 1936.

The training program for Negroes was somewhat unique. It included instruction in engineering, offered at Bluefield and Bramwell; in barbering offered at Bluefield; mining extension courses offered at West Virginia State College; general occupational courses offered at the Garnett High School, Charleston; and auto service, offered at Stratton High School, Beckley. Courses of study were developed for these offerings and teachers were specially trained.

With available funds totaling almost \$440,000, not including local and land grant college contributions, vocational education had, by 1939-40, extended to practically every county of the state. In fact, all the counties but nine that year provided one or more types of vocational training and accommodated a total enrollment in excess of 17,000. But for a lack of qualified teachers of vocational agriculture, the progress would indeed have been greater. In the 1938-40 biennium the number of pupil beginners in home economics courses increased by more than 2,000 over the previous biennium; in 1939-40 the enrollment in all-day trade schools reached 1,222, in evening trade extension classes, 2,250, and in part-time trade extension and trade preparatory courses, 2,665.

Sufficient funds having accumulated, evening extension courses in distributive education were organized in Huntington, Parkersburg, Clarksburg, Fairmont, and Elkins. These courses covered such subjects as the "Mechanics of Selling," "Retail Selling for Grocery Clerks," "Retail Store Accounting," "Oral and Written Expression," "Retail Salesman-

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ship," "Window Display and Show Card Writing," and "Retail Credits and Collections." Beginning May 1, 1940, these courses were given under direction of Stuart J. Higginbotham, State Supervisor of Distributive Education.

In the 1940-42 biennium vocational education geared itself to the war effort. Because of the decreased enrollment in the University College of Agriculture, the demands of the armed services, and the appeal of better paying positions, vocational agriculture was unable to make a satisfactory adjustment, as indicated by the fact that a number of high school departments were forced to discontinue for lack of teachers. Under these conditions, chief attention was given farmer supervision, state and regional conferences, and food production. To aid the latter federal funds in excess of \$450,000 were spent in the biennium ending June 30, 1944, most of it in repairing farm machinery and processing foods. For the latter purpose school canning plants, functioning as integral parts of high school programs, were operated in fifteen counties and were in process of construction in as many others. In 1945 seventy white and five Negro high schools in thirty-seven counties had departments of vocational agriculture.

Under the supervision of Pauline Stout who, on August 1, 1941, succeeded Lena M. Charter as state supervisor of home economics education, this service expanded during the war period. This was despite travel difficulties, large teacher turnovers, and the necessity for going beyond the state to get trained teachers, other than those for Negro schools. These difficulties were overcome in a measure by improved teaching techniques and by regional conferences.

In the field of distributive education, part-time cooperative high school programs were maintained in twelve large cities during the biennium ending in 1942, but the work was curtailed in the succeeding biennium by war emergency programs and a shortage of trained teachers. However, about 1,000 high school seniors and post graduates were trained in the various phases of this work in the four years ending in 1944, and instruction was given to almost 8,000 adult workers.

The war was a stimulus to trade and industrial education. As never before, school officials requested state aid in setting up shop programs, and the number of trade schools grew to twenty, including the Weirton Steel Company-built one at Weirton. On June 1, 1944, the annual enrollment of day, part-time, and evening classes totaled almost 6,000. Most of the enrollees were interested in blacksmithing, welding, machine shop, electricity, track laying, ventilation, and the mining extension classes operated through the University Mining Extension Division and, beginning in 1944, through the extension division of West Virginia State College. Suggestive of a means of securing and maintaining better working relations between labor and capital, in each center operating a day trade

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program a general advisory committee, consisting of equal representation of labor and capital, had an effective part in operating it.

Vocational training for war production workers, made possible under various acts of Congress, was an emergency device for training skilled workers for defense industries. Within three weeks after the passage of the first of these acts, West Virginia set up programs in six of her largest cities, at each of the land grant colleges, and at West Virginia Institute of Technology in Montgomery. By June 30, 1942, a grand total in excess of \$2,800,000 had been spent in the state on training programs, and upwards of \$315,000 had been allocated to the state board of vocational education for the purchase of equipment. The war needs having increased, additional funds were made available in July, 1942, of which \$1,843,393.05 was allocated to West Virginia. By June 30, 1944, she was thus able to train 63,841 persons. The outstanding achievement of the 1942-44 bien-nium was the establishment of mine training programs on an organized shop basis. Recruits for this training were drawn largely from the rolls of the United States Employment Service, the Works Project Administration, and employed persons capable, with training, of doing better work.

Despite the fact that the need for guidance in the choice of vocations had been urged for years, no state service in that field was provided prior to July 27, 1942, when an "Occupational Information and Guidance" service was established as a part of the vocational division of the state board for vocational education. It was under the immediate supervision of Charles P. Harper who held a doctorate from Johns Hopkins University in political science. He functioned through the other divisions of the state department of education and through county superintendents, high school principals, counselors, college administrators, teachers, etc. During the first two years of its existence this service was occupied largely with the selection and training of part-time guidance counselors, and about 3,500 junior and senior high school pupils were screened to determine their information, intelligence, and work interest preferences with a view to directing them vocationally.

Anticipating passage of the George-Barden Act of August 1, 1946, further supplementing the Smith-Hughes Act of 1917, amending other acts, and making available additional funds and an enlarged program, the state board of education, on May 25, 1946, reorganized and enlarged the vocational education staff and expanded its program. While retaining Superintendent Trent as the executive officer, ex officio, J. M. Lowe, assistant director from 1934 to 1944, part-time director since 1944, and supervisor of vocational agriculture, was made full-time director of vocational education, and H. N. Hansucker, since 1935 assistant supervisor of vocational agriculture and for a number of years executive secretary of the West Virginia Association of Future Farmers of America, was made supervisor of vocational agriculture in succession to Mr. Lowe. At the

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same time S. D. McMillen was made assistant supervisor of vocational agriculture; Wm. A. Williams, on leave to the Army since December 1, 1942, returned as state supervisor of trade and industrial education; and Harry Packer, state supervisor of distributive education, was given leave to teach short courses in visual education in a number of universities.

Under the new setup attention was given to on-the-job instruction in vocational agriculture for veterans; with a view to making the education process continuous programs of instruction for out-of-school groups were formulated; the number of supervisors of both vocational agriculture and home economics was increased; increased attention was given audio visual aids; in 1947 B. G. Kremen was made state supervisor of occupational information and guidance in succession to Dr. C. P. Harper, resigned; special efforts were made to stimulate organized efforts, particularly those of the Future Farmers of America, the Future Homemakers of America, and the corresponding Negro organizations, the New Farmers of America and the New Homemakers of America; and publicity was given the newly (1948) established department of agricultural education at West Virginia State College, the Marshall College curriculum in counselor training, the course in vocational homemaking first offered at Concord State College in September, 1948, the additional courses in guidance offered at the University, and the several workshops here and there.

Causes of these activities were reflected in the increased expenditures. In 1946-47, allocations from the Smith-Hughes and the George-Barden acts were in excess of \$600,000 which, with the required state and local matching funds, entailed a total outlay in excess of \$1,200,000. The largest totals \$239,253.54 and \$186,197.23, were for vocational agriculture and home economics, respectively, but \$128,867.35 was spent that year for trade and industrial education, \$35,475.49 for distributive education, and \$14,518.20 for teacher training.

Among the results were 33 community canneries in operation in 1948; ninety-five departments of vocational agriculture in as many high schools; and the students enrolled in them earned a total of \$719,094.86 from their supervised programs. The membership of the 75 chapters of the Future Farmers of America had, meanwhile, passed the three thousand mark and that of the 81 chapters of the Future Homemakers was in excess of 2,600. Gus R. Douglass, Jr., of the Pt. Pleasant Chapter, was president of the national organization of the former during 1946-47 and Jeanne Sheets of the Greenbank High School, Pocahontas County, was a national vice-president of the Future Homemakers of America for 1947-48.

EMERGENCY AND WPA EDUCATION

With 69,413 adult illiterates, of whom 14,548 were foreign-born whites and 10,513 were Negroes, West Virginia in 1920 was thirty-ninth from the top among the states in native white illiteracy. Publicity of this

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condition was embarrassing to her educators, but no organized move was made to correct it until 1928, when it was attacked through the division of rural schools in the state department. As a consequence, the total number of adult illiterates was reduced to 62,492 by 1930, most of the reduction having taken place in the 1928-30 biennium.

Soon thereafter the matter was taken up by Secretary of the Interior Ray Lyman Wilbur and Mrs. Cora Wilson Stewart, Executive Secretary of the National Illiteracy Crusade. In cooperation with State Superintendent Cook, she asked a committee of county superintendents, previously appointed by Governor Wm. G. Conley, to meet at Charleston on October 28, 1931. The meeting was attended also by a number of other state educators, by representatives of various organizations, and by Dr. R. J. Condon, National Field Adviser on the Illiteracy Crusade. With Myra M. Nefflen, State Supervisor of Rural Schools presiding, the matter was discussed from various angles and a program was agreed upon. It was even planned to carry the illiteracy "eradicating" process into the state penitentiary.

To attract volunteer teachers to this program, it was made possible for them to earn two coupons of credit, worth eight dollars each, for organizing and conducting two classes of adult illiterates meeting three times a week during a period of eight weeks. A state course of study for teachers of illiterates was published. By such devices seventy-four classes were organized in 1931-32 and 568 diplomas were awarded. More than to any one agency perhaps, these achievements were due to the interest of parent-teachers' associations which incidentally increased their units and their membership from 254 and 8,261 in 1929-30 to 329 and 15,038, respectively, in 1931-32.

Of the movement, a writer in the *Baltimore Sun* for January 1, 1933, said:

Coming down from the hills, trudging through broad bottoms and up narrow, rocky creek beds by moonlight, hundreds of West Virginia's native white adult illiterates have picked up their primer-like readers and pencil pads to attend evening classes in their neighborhood schools, where they hope to receive enough "larnin'" to lift them from the ignominious group to which they have been confined so long.

Ranging in years from 21 to 80, grandfathers and grandmothers, fathers and mothers, brothers and sisters, they come to the schools eager and wistful. The most of them are of old pioneer stock, and in their hard struggle to wrest a living from the soil have had no time for education. In many instances the older ones have been reared in districts where no schools existed until a few years ago.

The program received new impetus in 1933, when the federal and the state relief administrations, at the request of the state board of education, approved the employment of unemployed teachers and other professionally trained persons to teach adult illiterates and set aside \$38,000 federal funds for that purpose. Incidentally, "adult education" had become

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"emergency adult education." With an advisory committee in each county, the state department of education was authorized to formulate and execute a program designed to eliminate adult illiteracy and to further adult general education.

For these purposes the state was divided into six districts, with a member of the department in charge of each. A series of teacher training conferences was held, and assistance was given teachers in solving problems dealing with methods and materials. Fifty-three of the fifty-five counties responded to this program which employed 650 teachers who, from December, 1933 to May 1, 1934, taught 17,836 adults, with an average daily attendance of 7,096. Of the total number 2,417 were taught to read and write English; 2,922 attended vocational education classes; and 10,098 attended classes in general adult education.

In West Virginia, as elsewhere, nursery schools, first opened in December, 1933, were a part of the general emergency education program. Under the direction of Martha Bonar, they had four main purposes:

- (1) To develop the physical and mental well-being of pre-school children in needy and under-privileged homes;

- (2) To restore employment to teachers and other workers qualified for socially useful service;

- (3) To assist parents to meet the nutritional, physical, and social needs of their children;

- (4) To set up environment and daily programs appropriate for pre-school children.

Except about forty Civil Works Administration schools, the emergency nursery schools were maintained under direction of the state superintendent of free schools, but they were made effective through the cooperation of parent-teacher and other organizations. In a majority of cases the children were provided with food and medical care through the relief department. About two hundred schools, accommodating 5,000 children, were organized in forty counties. Rural and sparsely populated counties had no programs.

The adult education program was continued during 1934-35 with funds transferred to the state emergency relief administration in keeping with a general nation-wide program. This work, having become too heavy for regular employees of the state department of education, a director, Dr. Ray Scott, and four assistant supervisors, C. W. Ash, G. E. Rhodes, H. C. Humphries, and Florence Wilkinson, were appointed to conduct and direct the program. Through regional conferences, these directors trained workers and gave instruction throughout the year. As a result of their combined activities 520 teachers, earning salaries totaling \$175,306.36 were employed in 892 centers which enrolled a total of 22,403 persons, of whom 4,191 were taught to read and write, and 5,020 community meetings, attended by 290,000 persons, were held.

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In 1935-36 the educational programs developed by the Federal Emergency Relief Administration were taken over by the Works Progress Administration under H. L. Hopkins, Director, and "Emergency" education became "The WPA Education Program." Under this new setup, Dr. Scott gave way to Glen S. Callaghan who, in June, 1936, resigned as state director, and was succeeded by Clyde Billups. The plan of work, as previously developed, was retained but on an enlarged scale which included a recreation program of activities including music, dramatics, arts, crafts, athletics, playgrounds, hiking, forums, etc.

The emergency nursery schools became a part of the new program, but chief emphasis was in training teachers for the nursery schools previously established. For that purpose, a six-week course was offered at the University in the 1935 summer session, and at Bluefield State Teachers' College. In 1936 fifty-eight nursery schools were in operation in thirty-two counties, and there were about 50,000 participants in the recreational programs.

Except changes in the directing personnel, the W. P. A. Education Program, as thus set up, was maintained during the two ensuing bienniums. Chief emphasis was upon in-service training and special summer conferences for teachers and county supervisors. Because of a restrictive regulation, the number of nursery schools did not increase, but the public recreational programs continued to gain in popular favor. For instance, the monthly attendance in 1940 was about 950,000 and a total of 266,959 persons participated.¹⁹ With the coming of war in 1941, most of these activities were discontinued, and W. P. A. education ceased to be mentioned in the biennial reports of the state superintendent.

THE SCHOOL LUNCH

First introduced in the new Charleston High School in 1904, the school lunch gained in popular favor through efforts of the extension service of the University College of Agriculture. Its possibilities appealed to those interested in the health and the learning progress of undernourished children and in time to the parents of provident children who voluntarily joined resourceful teachers in providing hot lunches as a part of the noon hour program. Such programs increased in favor and in the Depression became a part of the emergency program. Thus, when the Federal Works Progress Administration (WPA) took over the Federal Emergency Relief Administration (ERA) in 1935, the former sponsored a state-wide lunch program and offered to provide the labor to initiate it. Many counties took advantage of this offer, and in 1937-38 the state superintendent of free schools appointed a committee chairmanned by Lena M. Charter, Supervisor of Home Economics in the state department, to prepare a bulletin for the guidance of teachers and schools wishing to establish school lunch projects.

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Through the sponsorship of organizations interested in child welfare and school work, including church groups, fraternal organizations, service clubs, the American Legion, the Farm Bureau, the Red Cross, parent-teacher associations, local school boards, etc., school lunch projects continued to grow in favor. Committees took over the work of preparing and serving the lunches, and the Federal Surplus Commodities Corporation channeled the materials through the state department of public assistance. As a result, 10,000 children were served in 1938-39 and 27,000 in 1939-40, when a total of 1,800,000 lunches were served, forty-five counties participated, and 1,100 needy women were given employment in the preparation of lunches.

In 1941 the legislature appropriated \$10,000 to be used by the department of public assistance in aid of lunch projects. In January, 1943, lunches were being served in about 1,200 schools in 45 counties. The equipment and facilities were furnished by school boards and local groups. The WPA furnished relief women for cooks and paid for supervision of such, and as in former years, surplus commodities were channeled through the state department of public assistance. In March, 1943, all federal assistance for the payment of cooks was withdrawn, and the state legislature appropriated \$18,000 "to finish out the year 1942-43" and \$106,500 for each year of the 1943-45 biennium under direction of the state department of education. Under its direction and the sponsorship of county school boards, the state funds were used to pay cooks and to purchase equipment at the rate of seventy-five cents a day, later increased to one dollar, for each school that maintained a lunch project.

Beginning September 1, 1943, the projects were supervised through the division of school lunch in the state department of education headed by Martha Bonar, and the number of children served in 1943-44 almost doubled. Although the 1945 legislature appropriated only \$82,300 for school lunches for each year of the 1945-47 biennium, a total of 12,640,390 meals were served in 1945-46, of which 1,868,615 were free. The average cost was 17 cents.

The school lunch program was changed perceptibly by the enactment of Public Law 396, approved June 4, 1946. Under this law and the designation of Governor Meadows, the state department of education superseded the U. S. Department of Agriculture as the official agency of the school lunch program, but the state department of education exercised very little supervisory assistance over the program during 1946-47. This was because the Food Distribution Administration of the Federal Department of Agriculture maintained an office at Morgantown, West Virginia, and kept a close check on all schools using federal funds. But this was changed on July 1, 1947, when the state assumed entire responsibility for the administration and supervision of the school lunch within its bounds.

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For this purpose, four assistant supervisors, together with additional clerical and accounting help, were employed in the "Division of School Lunch." Most of the counties had, meanwhile, improved and expanded their facilities for participating in the program; beginning in 1944 workshops were held at Jackson's Mill for the purpose of training supervisors and teachers; in October, 1944, a survey was made to determine the nutritional needs of school youths; and, beginning in 1945, a number of state supported institutions of higher learning participated in programs designed to extend and popularize nutrition education.

Thus motivated, 54 counties maintained school lunch projects in 1948-49, 1,495 schools participated, and 15,502,437 meals, of which 2,519,422 were free, were served at an average cost of 23 cents. The total cost was \$4,087,890.96, of which \$2,181,586.14 was paid by the children and \$1,175,796.20 was provided by the federal government. The additional expenditures were shared by the federal government and by state and county agencies. All during the period from 1940 through 1948, the State Department of Public Assistance distributed to the school lunch program surplus foods bought by the U. S. Department of Agriculture. In 1947-48, the value of these foods was approximately \$800,000. The program was being popularized and made effective through workshops and the cooperation of institutions of higher learning; 26 counties employed full-time county lunch supervisors; and, strange to say, counties with strong particularistic leanings, such as Jefferson, were among the chief participants.

SCHOLASTIC SPORTS

Except the difficulty in getting coaches in World War II, there was little to interfere with scholastic sports during this entire period, and they continued to gain in popular favor. As in the past, chief interest was in football and in the "North-South Game" of that sport. This was an annual contest between an all-star team selected by fans in counties north of the Kanawha River and an all-star team selected in the same manner from counties south of that stream. Although sponsored by twenty daily newspapers of the state, the contest was maintained by the "North-South Football Game, Inc." which had invested enough of the "gate" to insure the continuity of the game. Beginning in 1934, the contest was held on Laidley Field, Charleston. Except in 1934 and 1936 when the game resulted in scoreless ties, in 1946 when the score was 7 to 7, and in 1942 when "the North" won (25-7), the contest was won by "the South." Beginning in 1940 the time was changed from New Year's Day to a weekend in August.

Including 1937 when the Sports Writers' Association selected the first state football champions, they were: Hinton (1937), Parkersburg (1938), Charleston (1939), Parkersburg (1940), Mullens (1941),

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Weirton (1942), Parkersburg (1943), Williamson (1944), South Charleston (1945), West Fairmont (1946), Stonewall Jackson and Beckley (1947), and Beckley (1948).

During the entire period, basketball was a close second to football in scholastic interest. Because of the superior playing and seating capacity of the University Field House, the annual elimination tournament was, in 1939, transferred from West Virginia Wesleyan College to the University. Justifying the reason for removal, the first contest in the Field House was witnessed by almost 11,000 persons. Prior thereto the contests were won by the following high schools: Elkins (1914), Charleston (1915), Parkersburg (1916), Parkersburg (1917), Clendenin (1918), Charleston (1919), Clendenin (1920), Buckhannon (1921), Buckhannon (1922), Parkersburg (1923), Charleston (1924), Huntington (1925), Elkins (1926), West Fairmont (1927), Wheeling (1928), Wheeling (1929), Hundred (1930), Huntington (1931), Parkersburg (1932), Victory, Clarksburg (1933), Parsons (1934), Elkins (1935), Wheeling (1936), Huntington (1937), and Wheeling (1938). Following removal to the University the contests were won by West Fairmont (1939), Wheeling (1940), Victory, Clarksburg (1941), West Fairmont (1942), Wheeling (1943), Huntington Central (1944), Normantown (1945), Beckley (1946), East Huntington (1947), and Princeton (1948). Because the Normantown team came from a country cross-roads high school in Gilmer County and had previously been unheard of in scholastic sports, its victory was for a brief period, "the talk of the state."

Beginning in 1936 the Catholic high schools of the state contested for the championship in their own annual tournament. Except in 1936, when it went to St. Peters, Fairmont; 1937, when St. Joseph, Huntington was the winner; and 1940 and 1948, when Charleston Catholic won, the trophy was won by Wheeling Central. Beginning in 1947 the tournament was held in Huntington.

Among still other scholastic sports, track and field contests were the favorites. Under auspices of the West Virginia State High School Athletic Association, contests were held annually at the University from 1914 to 1943, when they were moved to Charleston, as an experiment. As was expected, the new site attracted greater interest, and it was retained. As in the previous period, most of the contests were won by the large high schools, particularly Huntington Central (12), Charleston (12), and Parkersburg (4). Wheeling won its first and only championship in 1946. On the other hand, these contests were sometimes won by small high schools: Pennsboro (1921), Oak Hill (1930, 1937), and Triadelphia (1941). Always some of the smaller school teams were runners-up. In this, Triadelphia had a splendid record: second place five times (1925, 1932, 1935, 1938, and 1939). The rotating championship was

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in the possession of Charleston High more than in that of any other school.

SCHOOLS FOR THE DEAF AND THE BLIND

1. WHITE (ROMNEY)

Despite the inadequacy of the physical plant, particularly that for the blind, the Schools for the Deaf and the Blind made progress in this period. For the three years ending in 1930, the enrollments of the former were 276, 267, and 282 respectively, and those for the latter were 116, 99, and 118, or grand totals of 392, 366, and 400. For the three-year period ending in 1944, the respective figures were 283, 270, and 238 for the deaf, and 116, 98, and 89 for the blind, or grand totals of 399, 368, and 327. The progress was not, however, in increased enrollments but in methods of instruction, in the comfort of the pupils, and in the success of the graduates.

By 1930 the oral method was rapidly displacing the sign method of instructing the deaf, and the school was then experimenting successfully with "the Radioear." At the same time, a small federal appropriation (about \$1,400) was being spent annually for books in Braille, and a manual-training course had been established in the High School for the Deaf. Outstanding among the pupils was Loy Golladay, who graduated in 1929 and the following year enrolled in Gallaudet College, Washington, D. C. In his freshman year, he won first place in a national essay contest in which about 30,000 high school boys and girls participated. Graduates from the High School for the Blind were meanwhile completing courses in the University and in other state institutions of higher learning.

The last years of Superintendent DeBerry's tenure witnessed far-reaching changes. Among these was the gradual substitution, beginning in 1933, of the first year of the regular state high school course for improvised courses for the deaf. As an aid thereto, parents were induced to enroll their children at the age of six instead of deferring enrollment three, four, or even more years. More important still, perhaps, was the policy of providing better medical attention for the blind and the use of surgery to relieve a number of cases. The transportation cost of the latter was borne by the Lions Clubs of the state, and the surgical work was performed by Dr. J. E. Blaydes at St. Lukes Hospital, Bluefield, West Virginia. As a result, normal vision was restored to a number of children and the sight of others improved. Through the disclosures thus made and the use of a federal grant of \$4,500, greater use was made of tonsil, teeth, and venereal clinics.

The most important changes in the second DeBerry administration were improvements in the physical plant, in which he was especially

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interested. Most useful of these was a dormitory for blind girls costing about \$100,000. An industrial building for the deaf, a one-story brick, 200 by 300 feet with a basement under the entire structure, was completed in 1929. A nearby farm was rented and one of the finest dairy barns in the state was built in 1930. By 1930 the schools had thirty acres in corn, fifteen acres in potatoes, twelve acres in soy beans, twenty acres were used for gardening and trucking, and they produced all the vegetables and fruits they consumed and sold surpluses aggregating \$9,000 in value. Moreover, they then had several thousand cans of fruits and vegetables in storage.

On August 1, 1933, the Rev. A. E. Krause, formerly of St. John's Academy and Junior College in Petersburg, West Virginia, succeeded to the superintendency and at once effected a number of changes. Among other things "talking books" for the blind, with records, were supplied gratuitously by the Library of Congress; increasing attention was given to the health of the pupils; for the first time in the history of the schools, a usable system of personal and scholastic records was installed; manual arts and domestic science received increased emphasis; several changes were made in the faculty personnel; and a second year was added to the high school for the deaf which, because of the comparative greater difficulty of the deaf in mastering the learning process, was not extended beyond the second year.

The most important improvement of this period was the Primary Building for the Deaf. This was an "H" type brick and concrete structure 328 by 175 feet with a full-sized basement. It was a PWA project completed in 1939 at a total cost of about \$300,000. By enlarging the dormitory and classroom space this building permitted the segregation of young deaf children, which more than anything else perhaps, aided in their care and instruction. For the first time both natural and artificial light conformed to national standards; each classroom was equipped with sound amplification; and there was a spacious auditorium, also wired for sound amplification. A cannery was erected in 1936 and a laundry in 1937.

The enlarged physical plant was reflected in academic methods and results. First of all, it permitted better classifications and groupings of pupils. It was thus possible to give modified I. Q. and standard achievement tests. As a result, the course of study for the deaf was diverted from the regular state high school course and made to conform more nearly with the entrance requirements of Gallaudet College, but it was not extended beyond the second year. By the use of aids the residual hearing of a number of pupils was developed to the point where they learned to speak.

The improvements thus effected led to a demand for better physical accommodations for the blind. This was particularly true of the build-

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ing in which they were housed and instructed. As it had been designed at a time when only totally blind children were accommodated, it was entirely unsuited for the instruction of "partially sighted children" whose greatest need was sight conservation. The structure in use was therefore described officially as "a disgrace to the State" and the legislature was asked to provide a more suitable building.

The situation thus revealed disclosed other deficiencies. Among other things, the repeatedly requested field agent had not been provided, and the West Virginia Schools for the Deaf and the Blind were officially reported as about the only ones in the United States that did not have a gymnasium. Moreover, the location was bad, being far from either the geographic or the population centers of the state. More than anything else, these handicaps kept the enrollment down and made it necessary to restrict the period of attendance to twelve years for each pupil. Since the beginning the deaf pupils outnumbered the blind about two to one. For the three years ending in 1939, the average per capita cost was \$380.00, \$463.45, and \$421.75, respectively.

On July 15, 1941, Stanley R. Harris, member of a Braxton County, West Virginia, family of able teachers, was appointed to the superintendency in succession to the Rev. Krause, resigned. About the same time, the schools were given accredited standing, and most of the teachers in the School for the Deaf were approved by the Conference of Executives of American Schools for the Deaf. Through the help of special lectures, teachers of each school were also improving themselves. Largely as a measure of approval of their efforts the state board of education, in 1941, requested that all new teachers have at least an A.B. degree, but exigencies incident to World War II made it impossible to attain this standard. In 1941 twenty-two of the faculty of fifty-eight held college degrees, five of them master's.²⁰

After finishing the grades each pupil has, for some time, been required to pursue both a literary and a vocational course. Among vocational subjects taught the deaf in 1944 were art crafts, baking, beauty culture, linotyping, woodworking, and for the first time in many years, agriculture. In addition to their other activities the blind boys made annually about 7,000 brooms. In 1941-42, a course in ediphone was added to the curriculum for the blind in the hope that its mastery would lead to employment as transcribers.

In each school social life centered in the dormitories. Absence of a gymnasium or of a recreational center of any kind was a handicap to sports, particularly basketball. Nevertheless, the School for the Deaf has, since 1880, intermittently sponsored a baseball team and in the same manner, since 1901, a football team. Since 1909 the schools have had a common athletic field with a baseball diamond. Chief interest was, however, in the softball team of the School for the Deaf. Wrestling,

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volleyball, and playground ball were practiced. From time to time the School for the Blind sponsored football and track teams, and those composed of partly blind pupils engaged in contests with other schools. Hiking parties, picnics, and dancing were, however, the favorite diversions. Music of various forms was a favorite with blind students, and for them the radio was world revealing.

Clubs and societies were active from time to time. Among them were the Saturday Morning Club, organized in 1879 by "Professor" Johnson, which ceased to function shortly after his death; the Columbian Literary Society, organized in 1910 by Superintendent Montague and named for the Columbian Literary Society at the University, which was active for about twenty-five years; Covell Literary Society, in the School for the Deaf, was founded in 1890 and is still active. *The West Virginia Tablet*, the student newssheet, began publication in 1877 and appeared regularly thereafter. *The West Virginia Reform School News* began publication in 1895 but was short-lived.

Among teachers of the deaf who contributed to the growth and the success of the school in the present century, was Mary H. Keller, a pioneer in the use of the "oral method," who, in 1940, completed her fiftieth year of continuous service. A bronze tablet in the corridor of the Administration Building is a mute testimonial to the esteem and respect in which students held E. L. Chapin (1875-1919), A. D. Hays (1877-1910), J. A. Boland (1891-1909), and Maurice Relihan (1891-1929), whose names it bears. Other pioneers in the use of the oral method were Agnes M. Grimm and Emma Dobbins. In the School for the Blind, Netti Lucas resigned in 1935 ending a period of fifty years of continuous service, and Agatha E. Estill resigned in 1938 ending a period of forty years. Among other effective teachers of the blind were Mrs. Lucy White Ferguson, C. E. Whipp, and his wife, Mrs. Carrie Stribling Whipp.

2. NEGRO (INSTITUTE)

"The Colored Deaf and Blind School" is located at Institute, Kanawha County, on a site adjoining that of West Virginia State College. In 1948 the plant consisted of four buildings: the main structure, a two-story brick, 114 by 38 feet, completed in 1926 at a total cost of about \$80,000 and used since for administrative, dormitory, dining, and storage purposes; two one-story brick buildings used for classrooms; and a one-story brick used as a combination garage, storage place, and student workshop. In 1944 this school offered eight-year elementary and high school courses. It offered also instruction in shoe repairing, tailoring, cleaning and pressing, barbering, beauty culture, broom and mop making, cooking, and sewing. Including Edward A. Bolling who entered upon his duties on July 1, 1936, the superintendents, together with their

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periods of service, were J. W. Robinson (July 1, 1926-June 30, 1927), J. L. Hill (July 1, 1927-April 2, 1934), Howard Abbott, acting (April 13, 1934-September 1, 1934), and W. C. Reid (September 1, 1934-June 30, 1936).

Prior to September 14, 1926, date of the opening of the first session of this school, West Virginia made no provision for the education of deaf Negro children, and blind children of that race, fortunate enough to receive schooling, were entered at the Overlea School for the Deaf and the Blind in Maryland. The charge was \$300 each, which was deducted from funds for the Schools for the Deaf and the Blind at Romney. As the number of children who availed themselves of this opportunity never exceeded ten and as there were known to be many more eligibles, the legislature, upon recommendations of F. L. Burdett, Superintendent of the Schools for the Deaf and Blind at Romney, and of the state board of control, on February 8, 1919, passed an act authorizing establishment of a state institution to be known as "the Colored Deaf and Blind School." This school was made available to all "deaf and blind youths of the Negro race between the ages of eight and twenty-five" in order of their application to "the principal," so long as they could be accommodated. Appropriations proving inadequate, the building was not completed until 1926. As a number of the first enrollees had attended school before, the school was able to get off to a good start. The average enrollment for the first year was 28. It rose to 40 for the year ending in 1930.

For the most part the first ten years were used in experimenting. It was difficult to find trained and experienced teachers and old time methods were used. This was particularly true in the instruction of the deaf, which followed the manual, or sign, rather than the oral method. The blind were, however, permitted to use "revised Braille". Although Superintendent Reid had recommended reforms in the method of instructing the blind, it was not until July 1, 1936, when Superintendent Bolling took charge, that extensive reforms were attempted. Upon his invitation, Dr. P. C. Potts, Assistant Director of the American Foundation for the Blind, visited the schools and recommended far-reaching changes which were adopted. At the insistence of Superintendent Bolling and in keeping with the present tendency to teach deaf children speech and lip reading rather than signs and the manual alphabet, a Western Electric Group Hearing Aid was installed in 1942. As a consequence of these progressive steps, the enrollment moved upward. West Virginia State College was helpful in training teachers.

Because their handicaps were generally traced to malignant diseases, attention was given to the health and physical well-being of the students. At the opening of each session, each student was given a thorough physical examination, including a blood test, and diets were adopted to

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health conditions. Eyes and teeth were examined, and more than once specialists gave their services to correct the disclosed defects. More than elsewhere, perhaps, student intramural activities were directed to physical and health rehabilitation rather than to recreation.

As determined by results, this school justified itself. A number of deaf students received certificates of graduation from trade courses and were placed in profitable employment. A blind graduate from the high school department in 1934 later received the A. B. degree from West Virginia State College and pursued graduate work in Perkins Institute and the Massachusetts School for the Blind at Watertown. In 1940 a deaf boy graduate was successfully pursuing a college course in West Virginia State College. For the triennium ending in 1939, the total average attendance was 59, 57, and 54 respectively.

CHARITABLE AND CORRECTIONAL INSTITUTIONS

1. BOYS' INDUSTRIAL (PRUNTYTOWN)

From October 3, 1933, to June 30, 1941, this school was administered by the Rev. Robert P. Bell of Mason County. His work was simplified somewhat by the completion in 1930 of the Trades Building to replace "The Shop" which had been destroyed by fire on May 22, 1922. This permitted resumption of vocational training which had been neglected meanwhile. By 1940, "the boys" were being trained in twenty-one different trades, including auto mechanics, canning, baking, tailoring, shoe-repairing, woodworking, plumbing, sheet metal work, electric wiring, and painting. Although most of them came from and returned to industrial centers, most of the vocational schooling was however in agriculture. For that purpose about nineteen hundred acres had been acquired by 1940, when the institution was producing its own beef, pork, and milk and owned a fine herd of purebred Brown Swiss cows. It also produced vegetables, fruits, and cereals, specimens of which were exhibited at the Buckhannon Strawberry Festival, the Elkins Forest Festival, and local fairs.

Changes in the method of housing the plant personnel, commenced about 1930, had far-reaching results. In response to the need for quarters for the staff, cottages formerly occupied by the boys were converted into residences and apartments, and the boys were assigned to ward-like quarters in the school, the administration, and the trades buildings. In other words, they were the innocent victims of modern housing practices and of the tendency to expand public payrolls. In that they made impossible a wholesome segregation of small boys, the results were unsatisfactory, at times demoralizing. A survey made in 1941 described the housing as the least satisfactory of the school facilities and recommended a return to the cottage plan of domicile.

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During the decade ending in 1941, discipline presented unusual problems. Generally, they were attributed to abandonment of the cottage plan of living, to a tendency to let up on hard work, and to a greatly curtailed administrative budget incident to the Depression. The use of excessive and cruel corporal punishment was also a contributing factor. At the outset of his incumbency, Superintendent Bell announced his intention to abolish corporal punishment, but his subordinates were not thus minded. The matter came to the attention of the governor who dismissed the superintendent and the offending staff members and caused an investigation to be made by a group of experts. As a result, Superintendent Bell was succeeded on July 1, 1941, by R. H. Mollohan who abolished corporal punishment with discernable losses in respectfulness on the part of the boys but with evident gains in their approachableness and openheartedness. The number of runaways was not, however, appreciably lessened. In 1946 it was unusually large.

In pursuit of the new policy all the activities of the institution were subordinated to the general welfare of "the boys." For that purpose the day school, previously available only on alternate days and during an eight-month period, was put on a full-time basis for all boys of compulsory school age. It was also organized into grades after the pattern of the regular state program, and the seventh, eighth, and ninth grades were organized into a junior high school. In addition thereto music, drum and bugle practice, general shop, physical education and health training, and training in etiquette, citizenship, and religion was emphasized. About one-half of the enrollment of 222 (1942-43) fitted into this program, and in 1943 twenty-five were graduated from the eighth and ninth grades. In support of this program a number of teaching aids were used, and only regularly certificated and trained teachers were employed. One-third of the teachers held masters degrees. In 1947-48 the school was rated by the State Department of Education as a model elementary and first class junior high school.

Although chief emphasis was upon the day school, the program was diversified more than ever. All those enrolled in the junior high school were required to give one or more periods daily to shop, and shop work was closely coordinated with the school program. Religious services were a part of the program, and regular church services were held on each Sunday for both Protestants and Catholics. All boys were required to take physical exercise under the instruction of a full-time director, and they were permitted to see moving pictures at least once each week. Under direction of a full-time psychologist each boy was given individual attention and the results were carefully recorded.

Like other institutions, this one adjusted itself to the war effort. Among other things, the value of canned goods and potatoes increased from \$15,377.52 in 1941 to \$21,378.75 in 1942, when the value of other

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farm produce raised and used in the kitchen rose to \$22,210.33. In 1943 the farm program was expanded to include sixty-eight acres of wheat, one hundred acres of corn, twenty acres each of potatoes and tomatoes, twenty-five acres of green beans, sixteen acres of soy beans, and a score or more acres of miscellaneous "truck." At the same time, the farm produced its own meat, eggs, and milk. Through the use of honorable discharges to join the armed services, the number of boys eighteen years of age or over, on October 1, 1941, was reduced from ninety-one to fifteen on July 1, 1943.

From 1937 to 1943, inclusive, the respective number of "inmates" was 332, 383, 427, 455, 446, 286, and 220, which is significant especially for the World War II period, when juvenile delinquency increased alarmingly. Throughout, most of the commitments were in the thirteen-seventeen year old groups with the fifteen and sixteen year olds leading. In 1939 only four per cent of the commitments were under twelve years of age. Chief offenses were breaking and stealing, 64; delinquency, 38; felony, 30; auto theft, 13; and stealing, 12. All but four of the offenders were of "American nationality." For the year ending in 1943, the paid employees totaled 59, and the total operating expenses were \$383,873, of which the legislature appropriated \$45,000; the replacement value of the buildings was \$977,312; and in 1948 the institution owned about 1,800 acres of land valued at about \$1,000,000. .

Superintendent Mollohan resigned, effective January 31, 1948, and beginning February 1, 1948, Wm. J. Bush was acting superintendent to May 24, 1948, when J. E. Riley became superintendent. At once he directed his efforts to the completion of the special cottage housing program begun in 1943. The health and recreation program, begun about the same time, received attention, but he regarded the day school as the strongest part of the institution program.

2. BOYS' INDUSTRIAL (LAKIN)

This school is for delinquent Negro boys. It is located in Mason County, ten miles north of Point Pleasant and near the State Hospital for the Colored Insane. Although it was established on April 25, 1921, it was not opened until December 21, 1925, when forty-six boys were transferred to it from Pruntytown, where delinquent Negro boys had been cared for since 1890. The new school was established to relieve a badly congested condition at Pruntytown and to aid in alleviating some of the evil effects incident to confining delinquent boys in jails and in prisons. Management and control of the school was vested in the state board of control, but supervision and control of educational matters were vested in the state board of education and the Negro advisory board thereto. Although A. C. Spurlock had for sometime been superintendent of

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the grounds and the single building, the school was opened under the superintendency of S. S. Gordon who served in that capacity until 1933.

From the opening of this institution the superintendents were determined to make it a school and not a prison. Although they were thwarted in this purpose for some time because of inadequate housing space, completion of a three-story building made it possible to establish a school of eight grades which was operated for a full nine-month term. Prior thereto day school had been restricted to alternate days, but thereafter the regular state curriculum was followed. Only regularly certificated women teachers were employed. In 1939 twenty-five boys were graduated, and in 1943 the school was publishing a booklet entitled *Bugle Call*.

Chief attention was, however, to vocational training, particularly agriculture. For that purpose a state owned farm of 1,272 acres was used. Vegetables and fruits canned in 1933 totaled 32,000 quarts, and in 1940 the school produced most of its own supplies and a large part of those used in the nearby asylum. Besides, there was a storage plant and a number of farm buildings, including a manager's residence, five cottages, four barns, a poultry house, and a cannery. In 1943 the school was producing one hundred and five gallons of milk daily. Physical training centered in the farm activities and in a health program and was supplemented by baseball, football, and softball.

Because of inadequate space for either a regular day school or for vocational work, this school maintained military exercises for a number of years. The first superintendent used them as aids to discipline, obedience, and teamwork, and his successor retained them as a part of his "rehabilitation" program. In his opinion, experience had shown "that drill, routine, military courtesy, and attention to details" aided boys in adjusting themselves to the existing social order. He therefore organized the school into two companies, one composed of the larger and the other of the smaller boys, each with its own house commander.

Although the parolees gave the superintendents their worst headaches, the parole system, enforced from the beginning, was the chief incentive to improved conduct. In some cases, the necessary bond could not be provided, however, and honor boys were required to remain in the school longer than otherwise. Parolees were returned to their own homes or were placed in foster homes, but in each case, some of them had to be recommitted. As a means of dealing with the resulting problems, both the superintendent and the state board of education, in 1930, recommended the use of a "contact" officer, but no action was taken in the matter. Since shortly after the institution was established, about one-fifth of the total number of "inmates" were paroled annually.

Since the resignation of Superintendent Gordon in 1933, there have been eight superintendents with an average tenure of two years. In

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the order of succession they were: R. D. Chapman, September 1, 1933-November 30, 1933; J. W. Herndon, December 1, 1933-June 30, 1934; M. T. Odie, July 1, 1934-March 31, 1942; Bishop T. C. Glashen, April 1, 1942-August 31, 1943; C. W. Dickerson, September 1, 1943-January 31, 1944; S. B. Briggs, February 1, 1944-June 30, 1945; E. D. Phillips, July 1, 1945-April 30, 1946; and E. H. Harpole, May 1, 1946.

In 1942-43 the School had a total enrollment of 100 and the per capita cost was \$249.55. The total cost was \$24,955, of which \$9,010 was for personal service, \$15,107 for current expense, and \$838 for repairs and alterations. The institution was valued at \$205,709, of which \$20,100 was for land.

3. GIRLS' INDUSTRIAL HOME (INDUSTRIAL)

From 1933 to May, 1945 this institution was administered by Ava Stanard who was succeeded by Alma Straight (Mrs. Alma Straight Weinberg). The outstanding accomplishment of Miss Stanard's superintendency was the completion in 1942 of "Ava Stanard" dormitory. This structure was designed to accommodate about forty-five girls and as an "honor dormitory" for those near eligibility for parole. As such it was operated on the honor system, without restraint on either windows or doors. An administration building was completed in the same year, raising the useable structures to five dormitories, one school building, a recreation hall, and administration building, and two residences.

In 1943 "the Home" cared for an average population of 231 of which number 66 were received that year. Of the total number, 200 were in the fifteen-eighteen year old group. As of 1940, practically all the commitments were from native American families; there was a noticeable decrease in the number of illiterates; and, as in the past, most of them were retarded. Among offences, delinquency, with 58, was first; incorrigibility, with 16, was second; and incorrigibility and delinquency, with 12, was third. Like other institutions, this one adjusted itself to the war effort. In 1942-43, forty-two girls were, through NYA aid, given defense training, and in May of the latter year they left for employment in defense plants.

As in the previous period, each girl was given the same educational opportunity that any other girl had. For this purpose, a fully accredited elementary and high school was maintained with the same curriculum as that of the regular public schools. The high school was established in 1936 and in addition to the regular curriculum offered courses in both typing and shorthand, and in art, music, journalism, and physical education. In connection with their work in journalism, the girls edited and published *The Industrial Breeze*, a mimeographed monthly. In 1942 five girls were graduated from a course in beauty culture, and, having passed the required examinations, found ready employment. Since 1937,

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when five pupils were graduated from the high school, the number of graduates has tended to increase. In 1948 the all-time total was 146 and that of the eighth grade was about 300.

As many of the girls were sub-normal and diseased, their care was not however primarily a matter of schooling. Few of them knew anything about cooking and housework, and some of them were of unstable temperaments due to nervous diseases and taints of insanity. With the best of such persons, time was required to gain their confidence and both time and patience to arouse their ambition and their hope. To both of these ends, the parole system, first adopted in 1925, was an incentive. Under this plan, girls who were believed to be able to make good were permitted to return to their homes, or were placed in foster homes where they were contacted from time to time.

Little could, however, be done for the sub-normals. Of them, a 1930 report said: "We cannot help them; the county from which they came does not want them returned; we have no place to send them and they are taking the room of some girl who might take advantage of the opportunities given." With others, they were trained in various sorts of handiwork, including quilting, knitting, tatting, and crocheting.

As of June 30, 1943, the plant buildings were valued at \$721,150; the laboratory, medical, housekeeping, farming, dairy, and general equipment at \$103,533; and the land at \$16,425, making a grand total of \$841,108. In 1945 a new home economics practice kitchen and dining room were installed, the latter with its own clinic. In normal times sheets and pillow cases for use of the state institutions were made in the work shop.

4. GIRLS' INDUSTRIAL HOME (HUNTINGTON)

This institution is located on Norway Avenue on the Colored Orphans' Home Farm in a suburb of Huntington, Cabell County. It was established by the legislature on April 25, 1921, and was opened on March 11, 1926. Prior thereto delinquent Negro girls were cared for in the Industrial Home at Industrial, Harrison County. Because of the crowded condition in that institution, they were, some time before their removal to the Huntington Institution, cared for in the Colored Orphans' Home near that city. On March 11, 1926, five girls were removed from it to the Industrial Home for Colored Girls which has been active ever since.

The plant consists of one three-story, fireproof building, completed in 1925 at a total cost of about \$95,000; a small building used for garage and storage purposes; two modern poultry houses; three hog houses; one silo; and one barn. About 15 acres of the Colored Orphans' Home Farm were set apart for the uses of the Industrial Home. On these acres were grown, partly by help of the girls, staple crops such as corn,

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beans, potatoes, and tomatoes, and garden products such as cabbage, beets, and onions. The reproduction value of the plant, as of 1943, was about \$100,000.

As this home was operated along the same general lines as that at Industrial in Harrison County and as the resulting experiences tended to duplicate each other, details pertaining to the former were not presented here. The day school of the former is, however, deserving of special mention. It was opened in 1926 and 27 parolees from the 75 girls enrolled in the ensuing four years continued their studies elsewhere. Twenty-six entered high school.

In vocational training these girls made an even better showing. From the beginning the Home has been a housekeeping laboratory. Moreover, the girls maintained the oldest active Negro 4-H Club in the state, and they were taught and had a part in the agricultural, poultry, dairy, canning, and even the hog raising activities of the institution. The Industrial Home Glee Club and Chorus added zest to these activities. This club made appearances in neighboring churches, schools, and clubs in response to requests.

For the year ending in 1943, 28 girls were cared for in the Home at an average per capita cost of \$532.27, which was \$212.01 more than the average per capita cost for the corresponding year of the previous biennium. For the year ending in 1939 twelve girls were admitted, eight for delinquency, three for incorrigibility, and one for immorality. Six were paroled and one, the only one in the history of the institution prior to that time, was recommitted. In 1942, the institution was administered by a staff of seven persons including a superintendent, financial secretary, matron, teacher, cook, farmer, and caseworker. Total expenditures aggregated \$11,710, of which \$5,428 was for personal services, \$5,997 for current expenses and \$285 for repairs and equipment. This institution has had only two superintendents: Mrs. Fannie Cobb Carter who served to 1933 when she was succeeded by Mary E. Brooks. Much of the success of the institution was attributed to their undisturbed tenures.

5. CHILDREN'S HOME (ELKINS)

This institution is located in Elkins, Randolph County. It is maintained to train and educate neglected and dependent children between the ages of six and fourteen until they can be placed in foster homes. It occupies a choice site on a twenty acre tract and has use of a total of 167 state-owned acres. In addition to acreage, the plant consists of an administration building, completed in 1911 at a cost of \$14,000; a dormitory extension to the original building, completed in 1935 as an emergency enterprise and at a cost of \$68,500; a seven-room house; a two-room school building; and smaller buildings such as barns, chicken houses, and a garage. Including the acreage the reproduction value of the plant in

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1943 was about \$67,000. Until 1941 the original institution was the Children's Home which was established by the 1899 legislature and opened on May 9, 1911. From that time until 1917 it was used by the State Humane Society as a receiving center for neglected and dependent children committed to its care. Its management was then vested in the state board of control which, after 1919 functioned in cooperation with a state board of children's guardians, created by the legislature in that year to care for neglected and dependent children.

With the approval of the board of control the guardians continued to function until 1936, when their duties were transferred to a newly created department of public welfare which, when possible, used boarding homes and camps, notably Camp Fairchance, Boone County, to care for its charges. As a consequence, only a few children were left at Elkins by 1939. At that time the Training School in Pleasants County was crowded, and the girls were therefore transferred by an executive order to the Elkins site which temporarily became a training school for feeble-minded girls. They were, however, returned to Pleasants County in 1944, and the Elkins institution again became a children's home.

While the Children's Home was a receiving center, the transient character of its population did not require a day school. The few children who were more or less permanent residents were therefore entered in the Elkins public schools as a part of the county unit system. Some of them were organized into training classes for Davis and Elkins College. But a regular school with instruction suited to individual needs was provided during the training interim. In 1948 the School was a part of the county system, but the building, a two-room structure, was a part of the Children's Home plant.

By 1945 the Home accommodated an average population of 70. The estimated reproduction value of the plant was \$167,000. In addition to the superintendent, the administrative staff included three matrons, a farm manager and a farmer, a nurse, a cook, a seamstress, a laundress, and a financial secretary. During the period it was used as a training school there was a regular doctor, first N. P. Paden and then O. L. Quillen, in charge of corrective care of the girls. The superintendents in the order of their succession were Mrs. Sarah Blackwood (1911-12), Gertrude Simmons (1912-19), Ernestine Harrison (1919-25), Alice Welton (acting, July 15, 1925-September 15, 1925), Jessica P. Lehman (1925-33), Mrs. Olita Hooker (1933-41), Mrs. Eugenia D. Morris (1942-43), and Dee B. Gainer (1943-).

6. COLORED CHILDREN'S HOME (HUNTINGTON)

This institution, formerly the "West Virginia Colored Orphans' Home," is located in Cabell County near Huntington. It occupies a site overlooking Guyandotte River and the Midland Trail on a tract of

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190 acres. In 1945 it produced most of the meat, vegetables, poultry, eggs, and milk for its average population of fifty children. The Home was then used to care for homeless and neglected Negro orphans under the age of sixteen and such other Negro children of like age as were entrusted to it with the approval of the state board of control. It was established by the state legislature in 1911, which at that time authorized the purchase and operation of a functioning institution, in the history of which the needs for and functions of the present institution are best revealed.

It had its origin in a legislative act of January 31, 1900, which incorporated the "West Virginia Normal and Industrial School for Colored Orphans." During the first three years of its existence this school was located at Central City near Huntington and was supported entirely by private contributions and the income from its home and plant which functioned under the superintendency of C. E. McGhee. In 1903 the School was moved to its present location and the legislature appropriated \$1,500 to aid in its maintenance. This was increased to \$3,000 for the year ending in 1910, and the following year the state purchased the plant for \$10,000 and assumed responsibility for its operation which was vested in the state board of control. The buildings were destroyed by fire in 1920 but were rebuilt in 1922 at a cost of \$60,000.

Although the primary purpose of this institution was to provide a home for Negro orphans, both girls and boys, for some time it maintained a regular day school in which the common school branches were taught to the sixth grade. This school was a part of the Cabell County System. Those who completed the fifth grade were sent to Douglas School, Huntington, and much attention was also given to the formation of regular habits and to spiritual training. For the latter purpose, the superintendent on alternating Sundays accompanied a group of children to a nearby church, and those who remained in the school were assembled and taught Bible stories.

In addition to the acreage, in 1945 the plant consisted of a main building, a five-room cottage, a storage house, and other buildings including a barn, poultry house, and farmer's cottage. The plant was then under the acting superintendency of M. W. Cabell, Sr., in the absence of the Superintendent, C. S. Martin, who was in military service. In 1946 he was succeeded by D. L. Hays who was killed in an automobile accident on December 31, 1948. Superintendent Martin's predecessors, in the order of their incumbency, were C. E. McGhee, J. L. Hill, I. M. Carper, H. H. Railey, D. A. Gibson, and W. B. Fox. For the year ending in 1943, the Home cared for an average of 35 children at an average per capita cost of \$426. In addition to the superintendent, seven persons, including a caseworker, were employed, and the operating expenses were

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\$14,910, of which \$6,022 was for personal services. The plant, including land, was valued at about \$140,000.

7. WEST VIRGINIA TRAINING SCHOOL (ST. MARYS)

This institution is in Pleasants County on the Ohio River about three miles north of St. Marys. It was established by the legislature in 1921 for the treatment, training, and readjustment of mentally defective children. In the absence of the necessary appropriation nothing was done until 1929, when \$150,000 was made available and the Browse Farm of 694 acres was purchased. A dormitory designed to accommodate eighty children was completed in 1932, and the school was formally opened on October 3 of that year. Prior thereto such mentally defective children as had received attention, were cared for in state asylums together with adults. In compliance with an executive order of 1939 to meet an emergency, all the girl inmates were in 1941 transferred to the Children's Home in Elkins, but limitations of the 1943 budget bill rescinded this order and compelled the return of the girls to the training school legally designated for them.

Until August, 1933, the school was under the direction of Dr. W. P. McClung, Superintendent of the Huntington Hospital for the Insane, and Alma Willikin, a physiologist. It was then placed under the superintendency of Dr. R. H. Paden who functioned in that capacity until 1941 when he was succeeded by Dr. O. L. Quillen who was succeeded in 1946 by G. T. Miller in the capacity of acting superintendent. In 1948 he was succeeded in the same capacity by H. R. Riggs.

Following their return from Elkins, the girls were housed in the "Mansion House," the former Browse residence, somewhat removed from the boys. For some time the population was rather constant around a total of 125 boys and girls. In 1945 the reproduction value of the plant was about \$300,000, of which about \$95,000 was for land and about \$182,000 for buildings. For the four-year period ending June, 1943, the average per capita cost of the inmates was \$404.57. For some time the "crying need" has been for a combined dormitory and vocational building costing about \$300,000. In 1945 the plant consisted of five dormitories, a school building, an improvised recreation building, two farm houses, a barn, and a chicken house. For the year ending in 1943 there were fourteen employees including the superintendent, a school teacher, and a dentist, and the total operating expenses aggregated \$31,581 of which \$14,521 was for personal services and \$16,183 for current expenses.

Although two teachers were used in 1945 and an effort was made to conform the academic program to the state course of study, formal day school instruction was a secondary consideration. Instead, emphasis was upon the formation of cleanliness habits and proper attitudes toward

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people and work. The boys received special instruction in farming, dairying, poultry raising, stock raising, and manual training. In 1943 they cut the timber and milled the logs to provide the lumber for a recreation building and provided most of the labor for the production of vegetable, poultry, and dairy products valued at about \$17,000. At the same time, they were operating a complete canning plant. Before the housing of the girls in their own quarters, the sex problem gave most trouble. From time to time the children were entertained with motion pictures, and they received regular religious training.

THE STATUS, 1948

1. INTRODUCTION

The total expenditure for the public free school program for 1947-48 was \$56,803,252 of which sum \$37,713,875 was for instruction; \$4,027,088, operation of plants; \$3,012,195, capital outlay; \$2,957,390, transportation; \$2,738,999, repairs and replacements; \$1,653,136, auxiliary agencies; \$1,510,622, general control; \$1,203,757, veterans training; \$698,591, permanent improvement funds; \$670,159, current obligations; and \$617,436, current fixed charges. Total receipts and balances were \$59,682,721, of which \$35,030,702 was state aid, \$17,411,138 net current tax collections, \$1,383,933 federal aid for veterans' training, \$1,055,751 federal aid for school lunches, \$456,534 vocational aid, \$504,095 miscellaneous receipts, \$152,155 sheriff tax sales and redemptions, \$101,832 state aid for school lunches, \$57,601 sale of property, \$56,480 tuition, \$53,679 insurance, \$34,154 delinquent taxes (auditor), \$16,890 state aid crippled children, and \$5,791 transferred from dog tax funds. Total receipts of the free textbook fund were \$205,441, of which \$189,468 was spent. The length of term was 173 days; the per capita cost based on average daily attendance was \$136.71; the average annual salary per teacher was \$2,364 or \$664 more than in 1946-47; and the average pupil teacher ratio was 28.26 in the elementary schools, 22.54 in the junior high, and 21.45 in high schools. There were 4,651 school buildings, and the total value of all school property was \$122,669,185, of which \$3,103,785 was for busses, \$11,842,549 for land, and \$91,783,616 for school houses. By the use of 1,299 "vehicles" 155,852 pupils were transported, 149,620 of them in county owned busses.

In 1947-48 the state department of education functioned through a general office staffed by state superintendent of free schools, W. W. Trent, a secretary and office manager, two secretaries, a financial secretary, and a stock room clerk, and through nine divisions in charge of either a supervisor or a director. The divisions, together with their respective heads, were high schools, A. J. Gibson; elementary schools, H. Cliff Hamilton; teacher certification, Genevieve Starcher; Negro schools,

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I. J. K. Wells; school transportation, Paul Boggs; research and school-house planning, J. E. Marshall; surplus property, O. M. Cogar; school lunch, Martha Bonar; and veterans' education and training, H. L. Duncan. Each division was staffed also by the necessary clerical and secretarial help to make it effective, and the division of veterans' education and training had also sixteen field representatives. The state superintendent of free schools was also chairman of the state board of school finance; an exofficio, non-voting member of the state board of education; a member of the state teachers' retirement board; and a member of the state board of public works charged with making the biennial legislative budgets. Although the department functioned as a unit, a survey of elementary and secondary education, as of 1947-48, will perhaps suffice for present purposes.

In 1947-48 there were 43 private and parochial schools, 16 of them in Ohio County, of elementary grade and 15 of secondary grade with the following respective teaching staffs and net enrollments: 201 and 132 and 6,047 and 2,196. The total enrollment of both was, however, less than 2% of the grand total of all the schools, both private and public, whereas the percentage of the former for the country at large was in excess of ten. There were also a number of other private schools. High schools and college commercial departments tended to check the growth of business colleges, but the older and well established ones held their own and a few new ones were established. In 1940 there were 31 schools of nursing, most of them in private hospitals, and most of the instruction in beauty culture was in private schools.

2. ELEMENTARY EDUCATION

For the year ending in 1948 there were 10,202 elementary teachers, of which number 6,558 had ten years or more experience and 458 were beginners. A total of 3,296 were certificated on bachelor's degrees, 488 on master's, and one on a doctorate. Of the others 959 held second class, 3,581 third class, 299 short course, 1,051 first grade, and 527 second grade certificates based on the following respective hours of approved college credits: 96, 64, 32, 22, and 12. Because of the declining interest of prospective teachers and the confusion and complexity of certification requirements, the situation was far from satisfactory. The annual supply of new elementary teachers educated in the state dropped from 974 in 1941 to 395 in 1948, and the resulting indications were that emergency teachers would be used indefinitely, especially in rural areas. As a partial remedy of this situation the state supervisor of teacher certification suggested the use of "a long range certification program," but the prospective teachers were decrying the comparative absence of shows and beaux in the rural areas.

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The total net pupil enrollment for 1947-48, including 16,530 Negroes, was 291,436 or 4,076 more than for 1946-47, 7,447 more than for 1945-46, and 13,231 more than for 1944-45. Of the total number enrolled in 1947-48 only 261,933, including 15,521 Negroes, were in average daily attendance. Of the total number of schools (4,262 including 116 junior high) 2,528 were one room with a total net enrollment of 54,565 and an average daily attendance of 46,500. There were 160 elementary supervisors, and 154,353 books were added to the elementary school libraries in the 1946-48 biennium, bringing the grand total to 1,313,553 which was, however, about 700,000 short of the 1949 goal.

Throughout the 1946-48 biennium the state division of elementary schools placed emphasis upon the development of a program for the recruitment and the training of new teachers and upon a 12-year program for supervisors working on both the elementary and the secondary levels. In furtherance of these objectives the West Virginia Association of School Supervisors was organized in 1947 and two workshops, sponsored jointly by the state department and the Association of School Supervisors, were held annually in 1947 and in 1948 at Jackson's Mill. The workshops were outgrowths of state department sponsored regional curricular studies made in 1944 and in 1945 and of statewide workshops in supervision held at Marshall College in 1945 and in 1946. These several workshops gave substantial aid to contemporary efforts to improve and extend the classification of schools and to keep curriculums abreast of the times. One of the Jackson's Mills conferences was given entirely to a study of rural life and education, and studies, both statewide and county, were made meanwhile of the various factors in pupil progress and retardment.

The requirements of the above named programs necessitated an increase in the staff personnel of the division which was supervised to April 15, 1945, by H. K. Baer with H. Cliff Hamilton as assistant supervisor. When Supervisor Baer resigned, he was succeeded at once by Assistant Supervisor Hamilton, and in June, 1945, Margaret Leckie became assistant supervisor. She retained that position for two years and resigned to accept a position in Teachers College of Marshall College. Effective July 1, 1948, she returned to her former position in the department division of elementary schools. Meanwhile, Maud J. Broyles, Supervisor of Schools in Hampshire County and graduate trained in child development and curriculum study, had, effective November 1, 1947, become an assistant supervisor in the division. However, as indicated in the Strayer Digest, the state department of education needed a full-time staff for the continuous study of curriculum needs and changes.

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3. SECONDARY EDUCATION

At the close of the 1946-48 biennium there were 371 classified secondary schools in West Virginia. Of this number 328 were for whites and 43 for Negroes. Included in the total number for whites were 15 private and parochial schools with 132 teachers and a total net enrollment of 2,196. Included in the number of Negro schools was one private and parochial school. There were 278 high schools: 229 for whites, 34 for Negroes, and 15 private and parochial, and 93 junior high schools: 84 for whites, 8 for Negroes, and one white parochial. Although the first junior high school was not established until 1916 and junior high schools were not legally authorized until 1919, the junior high with 93 classified schools, 1138 teachers, and a total net enrollment of 26,187 in 1947-48, was an established institution.²¹

Having risen to 140,220 in 1940-41 and decreased to 123,630 in 1945-46, a loss of 15,539, the total enrollment of the classified high schools at the end of the 1946-48 biennium was 128,111, an increase of 4,430 for the biennium, and the supervisor of secondary schools predicted that the high school enrollment would continue "to grow for the next several years." This prediction was based upon the enrollments in the elementary schools and the lower grades and perhaps did not consider the fact that the population of the state was tending to be stationary. The number of high school teachers had, however, remained somewhat constant and their average salary had almost doubled. Including Negro teachers, respective figures for 1940-41 and 1947-48 were 5,359 and 5,391 for the teachers and \$1,272 and \$2,364 for salaries. As usual, the girl enrollees, both white and Negro, exceeded the boys appreciably. As determined from the official statistics, the respective numbers for 1947-48 were 48,403 and 44,623 and 3,864 and 3,418. Although the basic minimum salaries for secondary and elementary teachers were uniform, in 1948 the supply of the former tended to exceed the demand, and the supervisor of teacher certification assumed that there would be a surplus of eligible high school teachers in the 1948-50 biennium.

In 1947-48 there were 255 first class high schools, and 160 of them, with a total pupil enrollment of 77,206, were members of the North Central Association of Colleges and Secondary Schools. Whereas the number of "dropouts" tended to decrease all along the line, only 24.7% of the high school graduates of 1947-48 went to college, which was somewhat higher than that for the adjoining states. Moreover, the percentage of high school graduates going to college in 1948 was much less than twenty years earlier, which was correctly interpreted to mean that an increasing number of them graduated with no intention of going to college. For years the percentage of Negro high school graduates going to college exceeded the percentage of whites. Incidentally, a few coun-

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ties sent no students to colleges outside the state and a few sent more students to colleges outside than in the state.

At the close of the 1947-48 biennium the high school division was interested in expanding its visual aid program. As a result, 304 schools had moving picture machines; 202 had strip projectors, and 89 had intercommunicating systems. The volumes in the high school libraries had increased to 1,042,056, or to 8.1 per pupil, and there were 139 full-time librarians, of whom 117 had ten or more hours in library training and 56 had 24 or more such hours. At the close of the year 134 schools were giving behind-the-wheel driver instruction to more than 6,000 pupils. Of the 5,320 teachers employed, all but 325 held degrees: 3,525 bachelors; 1,464 masters, and eight doctors, and the supervisor indicated that, "In the very near future, it will not be necessary to employ . . . any teacher with less than a bachelor's degree."

The most difficult as well as the most constructive work of the division was perhaps in the field of instruction. As aids thereto a course of study for grades 7-9 was published and distributed in 1947, and the supervisor recommended that the course of study for grades 10-12, in use since 1937, be revised, and that the library manual, in use since 1940, and other manuals be reprinted. Most significant of all, perhaps, was the employment of an assistant supervisor, Earl R. Boggs, who, beginning June 1, 1947, was assigned to instruction. For twelve years Assistant Supervisor Boggs had been director of teacher training in Glenville State College, West Virginia, for one year director of child study in George Peabody College, Nashville, Tennessee, and during the year immediately preceding his appointment to the division, director of instruction in Morgan County, West Virginia. He resigned at the end of one year to accept appointment to the faculty of the University of Virginia and was succeeded at once by John T. St. Clair who, during the five years immediately preceding, had been assistant superintendent of schools of Hardy County.

NOTES

Chapter IX—Part One

1. West Virginia was thirty-seventh among the states in per capita income in 1946. The estimates made in 1929 must therefore have been too high.
2. Instead of investing in "the interest bearing securities of the United States, or of this State" as required in the state constitution, the board of the school fund, composed of the governor, the state superintendent of free schools, the auditor, and the treasurer, exercised their discretion and in 1929 invested \$135,000 belonging to the school fund in the securities of two private corporations. Shortly thereafter each of these corporations went into bankruptcy and in due course a suit was begun to determine the personal liability of the members of the board of the school fund, who were permitted to make such investments only when federal and state securities could not be obtained. Instead, they had, in at least one

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- case, sold approved securities to get funds to invest in the stock of a private corporation. The court held therefore that they were personally liable, despite the fact that their action was not without precedent. They were therefore compelled to make restitution in the amount of \$151,025.45. As the statutes require no bond of Governor Conley, he paid personally \$51,888.66 of this amount: \$5,000 cash and \$46,888.66 in interest bearing notes secured by a lien on real estate. The remainder \$99,136.79, was paid by the bonding companies of the other members of the board. See *State of West Virginia vs. William G. Conley*, 118 W. Va., 508-537; *William G. Conley et al. vs. Richard E. Talbott, State Treasurer*, 119 W. Va., 704-708.
3. Richard E. Hyde, "School Reorganization in West Virginia"; Carroll P. Streeter in *The Farmers Wife Magazine*, Nov., 1937; L. V. Cavins, "West Virginia's County Unit System" in *The Elementary School Journal*, Jan., 1934; Research Division, N. E. A., "Emergency Federal Aid for Education," (Washington, D. C.), April, 1934; State Supt., *Bien. Report* (1932-34), pp. 7-10.
 4. *The School Journal*, Feb., 1937. For 1938 West Virginia received \$302,325 NYA funds. In the four year period ending June 30, 1940, federal funds (PWA and WPA) aggregating \$10,750,000, were spent in twenty-two West Virginia counties for the construction of 183 buildings. *The School Journal*, April, 1940; *W. Va. Ed. Bulletin*, April, 1940.
 5. *The Morgantown Post*, March 3, 1945.
 6. Roy G. Blakey, *Report on Taxation in West Virginia*, pp. 11, 14; *The School Journal*, May, 1937; *ibid.*, May, 1938; *ibid.*, Sept., 1939; *ibid.*, Jan., 1939.
 7. In 1934 nineteen counties paid 74 teachers retirement allowances aggregating \$32,600 in sums ranging from \$15 to \$50 monthly. *The School Journal*, March, 1936.
 8. The first statewide program of special education for mentally and physically handicapped children was set up in the state department of education in 1939. *The School Journal*, Feb., 1940.
 9. Prior to and including 1947, six women were members of the state board of education. They, together with the county of their residence, were: Mrs. Lena Lowe Yost (1923-33), Marion; Mrs. Mary Batchelor Boyd (1933-41), Ohio; Mrs. Julian Hearne (1941-47), Ohio; Mrs. Thelma Brand Loudin (1941-), Marion; Mrs. Mary H. Davisson (1941-45), Lewis; and Mrs. Douglas Brown (1942-45), Cabell.
 10. *Session Acts* (1947), p. 277; *ibid.*, (1947), p. 296; *The School Journal*, April, 1947. As constituted under the Act of 1947 the state board of education, by Congressional districts, was composed of the following persons: Joseph Rosier and Mrs. Thelma Brand Loudin, First; Brooks Cottle and Garland I. Dunn, Second; Lawrence R. Lynch, Third; Raymond Brewster, Fourth; Ross H. Tuckwiller, Fifth; and Mason Crickard and W. H. Nelson, Sixth.
 11. *The Huntington Advertiser*, Nov. 7, 1940.
 12. *W. Va. Education Bulletin*, Aug., 1943; *ibid.*, May, 1944.
 13. On June 30, 1933, the School Fund was invested as follows: \$90,600 in notes and bonds of American Legion auxiliary posts; \$216,455.22 in denominational church notes and securities; \$91,000 in note of West Virginia Wesleyan College; \$6,500 in State Education Association note; \$65,863.30 in municipal and district school bonds; \$22,200 loan to Mountain Lodge No. 117, K. of P., Oak Hill; and \$501,500 in notes and mortgages ranging from \$15,000 to \$175,000 of private business concerns and corporations. Most of these investments were at six per cent interest; a few were at five and one-half per cent; and only one, a \$2,000 loan,

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was as low as four and three-quarters per cent. Not a dollar of the Fund was invested in United States or in state securities as required by the state constitution. \$5,948.48 was "cash on hand."

On June 30, 1945, "The Board of the School Fund" held bonds with a par value aggregate of \$940,550,000 as follows: county and municipal, \$147,300; U. S. Treasury and Savings, \$636,000; State Road, \$35,000; and American Legion Armory and Church, \$122,250. Some of its holdings, had at various times in the preceding thirteen years, been sold at gains totaling \$31,495.52, whereas others had been sold or released in the preceding four years at losses totaling \$88,929.41. The largest losses were on West Virginia Wesleyan College (\$21,107); Montgomery M. E. Church (\$13,900); Asbury M. E. Church (Charleston, \$20,589.33); Westover (Monongalia County) M. E. Church (\$10,500); and the Hinton Milling Company (\$11,500).

The Status of the School Fund was thus as follows:

Par value of securities held.....	\$940,550.00	
Cash in hands of State Treasurer.....	2,016.11	
		\$ 942,566.11
Losses through sales and releases.....	88,929.41	
Gains through sales.....	31,495.52	
		57,433.89
TOTAL.....		\$1,000,000.00

The releases and adjustments were made under authority of an act of the 1941 legislature, which permitted the board of the school fund "to make adjustments, deductions, settlements and compromises with respect to loans and investments made by it" prior to March 4, 1933. In making the settlements thus authorized the board tried to get the "seed back." In other words, the interest was forfeited. Because of the element of time and the consequent inability to determine whether or not preferred securities could have been purchased, some of the questionable purchases going as far back as 1917, the board did not resort to the courts as in the procedure against former members of the board of the school fund. In case of the American Legion Armory, Fairmont, the board took the property over and in 1946 was renting it. *Session Acts* (1941), pp. 355-56; Edgar B. Sims, State Auditor, to C. H. Ambler, April 1, 1946; *ibid.*, April 11, 1946. For a brief history of the school fund see 111 W. Va.

14. *W. Va. Education Bulletin*, April, 1942; *ibid.*, June, 1942; *ibid.*, Nov., 1945; *The School Journal*, Nov., 1942; *ibid.*, March, 1944. Emergency certificates issued between July 1, 1944, and November 15, 1944, totaled 2,122. Of the 2,811 one-room schools in the state in 1945, 722 were taught by emergency certificated teachers. The percentage of elementary emergency teachers was 11.17 and of high school 7.67, but that for Negro teachers was only a fraction of one per cent. *W. Va. Education Bulletin*, Nov., 1944, pp. 20-22; *The School Journal*, Jan., 1945; State Supt., *Bien. Report* (1942-44), p. 57.
15. The elementary course of study (1928) was published under the direction of J. D. Muldoon and the secondary (1927) under direction of Dr. L. F. Roberts. The tentative course of study (1935) of 259 pages covered grades I-VI inclusive. State Supt., *Bien. Report* (1930-32), pp. 55-56; *ibid.*, (1932-34), p. 35; State Dept., "Program of Studies for Elementary Grades"; *The School Journal*, Sept., 1934.
16. State Supt., *Bien. Report* (1932-34), pp. 48-51, 122; *ibid.*, (1934-36), pp. 93-94; *ibid.*, (1936-38), pp. 55, 144; *The School Journal*, April, 1936.

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17. On March 1-2, 1940, the state committee on audio-visual education held its initial meeting in the Daniel Boone Hotel. With J. M. Lowe, Assistant Director of Vocational Education, presiding and State Superintendent Trent making the introductory remarks, the committee discussed the possibilities of establishing county libraries of films, proposed publications for advertising and conducting the work, and the need for a state department of audio-visual education. *W. Va. Ed. Bulletin*, March, 1940. In January, 1945, *The Film Reporter*, a mimeographed sheet published by the University Library, was in No. 2, Vol. 4. For an article by W. P. Kellam, Librarian, West Virginia University, see *The School Journal*, Feb., 1945.
18. State Board of Ed., *Bien. Report* (1942-44), p. 108; *The School Journal*, Jan., 1945; West Va. State Board of Vocational Education, *Bien. Report*, (1944-46), pp. 1-9; *ibid.*, *An. Report* (1946-47); *ibid.*, (1947-48).
19. State Supt., *Bien. Report* (1934-36), pp. 28-31; *ibid.*, (1936-38), pp. 14-16; *ibid.*, (1938-40), p. 45.
20. While Superintendent Harris was in the armed service from March 6, 1945 to Oct. 1, 1946, these institutions were administered by R. M. Golladay, Principal of the School for the Blind, as acting superintendent. Selden W. Brannon was principal of the School for the Blind. Selden W. Brannon, "History of West Virginia Schools for the Deaf and the Blind," (M. A. Thesis, W. V. U., 1946); West Virginia Schools for the Deaf and the Blind, *Handbook of Information*.
21. The data used were those of the division of high schools which are somewhat different from those in the official "School Statistics." The discrepancies are due to the fact that the division counts only schools that have standard classification requirements, whereas the school statistics include seventh and eighth grades organized on a departmental basis, as permitted by law for the purpose of distributing state aid and increasing the sum going to departmentalized schools. The division regards also only those schools as junior high which offer seventh, eighth, and ninth grade work as a unit, whereas the statistical data are based on the eight-four grade organization.

CHAPTER IX

THE DEPRESSION AND AFTER

PART TWO—HIGHER EDUCATION

INTRODUCTION

THE DOMINANT trend of this period was to expanded and diversified curriculums. After the University began, about 1923, perceptibly to attain university status, its several colleges devoted much time to curricular adjustments. With a view to "a broad general education" the Arts and Sciences College made a number of intracollege studies resulting, among other things, in Upper and Lower division organizations and in general courses which cut across departmental lines. In 1930 the College of Education introduced a number of graduate professional curriculums leading to as many masters degrees, and incident to accrediting requirements the College of Engineering mapped out a number of routes to the B. S. degree.

Most of the other institutions of higher learning were meanwhile dealing with similar problems on the undergraduate level. In the transition from state teachers to state colleges, the former state normal schools made the necessary changes in their programs and in their teaching and their administrative staffs, but most of the new programs were out of date before they became effective. In desperation, deans enlisted the aid of faculty committees to determine what to do next, but they were admittedly unable to keep up with the urge for change as effected by the Depression and by war and its aftermaths.

This mobility was reflected in teacher certification requirements. After much labor and thought, directed by the new educators, State Board of Education Bulletin No. 7 was published in 1928, but it was inadequate before it appeared. To remedy the defects the State Education Association cooperated with the state board through a committee which revised and in 1934 reissued Bulletin No. 7. The committee being dissatisfied with its work, the revision was referred to the legislative committee of the State Education Association which made other changes. The results were published in 1938 as Department of Education Bulletin No. 1, the initial sentence of which was, "As new occasions teach new duties and as time voids ancient goods, changing conditions render former good things in the teaching profession out of date and ineffective."

The state department of education had meanwhile formulated a program of higher education based on needs as determined by a survey of the clientele. Among other things, this survey placed West Virginia thirty-eighth among the states in per capita expenditure for higher education and twenty-fourth in estimated per capita wealth. In the face

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of these anomalies and the fact that they were anchored in tradition, the conference of presidents and deans of the state colleges charged with formulating the proposed program was prophetic in statements to the effect that each of the six state teachers colleges would "in the relatively near future" follow the lead of Marshall College in developing two distinct standard colleges in one institution, "each of which would in time offer work leading to the master's degree in a limited number of subjects."

As a reflection of the same trends, the program of this conference, as reformulated two years later, was even more expressive. While it did not state definitely the goals of higher education in West Virginia and was even more cautious regarding the means of reaching them, the program indicated that the chief object was to preserve the democratic way of life. Among other things, the program emphasized the advantages of voluntary institutional cooperation, the benefits of two year terminal programs, the uses of varied vocational training programs, and the necessity of the private and denominational institutions meeting accrediting standards.

These studies and experiments developed a new philosophy of education based upon conceptions of the mobile character of society. While the new philosophy defied definition, it was about as far removed from that of the older classical school and that of the new school educators as the doctrines of socialism were removed from the gospel of wealth, as preached and practised by Andrew Carnegie and John D. Rockefeller. Because of the inability of the educators to define their aims with any degree of certainty, many persons tended to despair, and conservative legislators found additional excuses for economy. But, progressives with even a modicum of knowledge of the changing order accepted its evasiveness as a command to understand it, to aid in directing it, and to remain a part of it.

Abuses in extension and correspondence work led to correctional measures savoring of reaction. Influenced by the success of the University in agriculture extension and by that of other institutions, notably the University of Wisconsin, in arts and sciences extension, in 1911-12 the Fairmont State Normal initiated the latter. The University followed in 1916-17, and each of the other state supported institutions, together with most of the private and denominational ones, followed in the course of the next six or seven years.

Under the service slogan, these institutions organized regular college classes taught by regular members of the faculties in nearby towns and villages. In 1916-22 the University extended its offerings to Huntington, Charleston, Parkersburg, Wheeling, and intermediate points. The credits thus earned were used toward renewals of teachers' certificates and to-

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ward undergraduate degrees. When the number of college credits entitling a teacher to a renewal of certificate was fixed at six in 1915, extension courses became increasingly popular, and the enrollments in a number of institutions ran well into the hundreds.

Correspondence work after the University of Chicago pattern was first offered by the University in 1898. But, with the repudiation of the Raymond regime in 1901, correspondence courses, home economics, and the "continuous session" were in general disfavor. In 1914-15 correspondence courses were reintroduced by Marshall College, and in the course of a few years were being offered by all of the state normals and most of the private and denominational institutions.

When credits earned in this way were accepted for renewals of certificates, the work became popular and was departmentalized, sometimes on a commission and generally on a self-sustaining basis. In the interest of "service," it was further popularized and tended to a competitive basis in requests for legislative appropriations. In this manner a number of institutions boosted their correspondence enrollments well into the hundreds. In a few cases, they passed the 500-mark.

Whatever the merits of these forms of college activity under favorable conditions, they were befouled by questionable practices in West Virginia. Generally, they were poorly directed and rarely supervised; in some cases classes were not organized until the semesters were well advanced and, with long intermissions, they were ended before the end of the semester; in some cases the work was farmed out to county and city superintendents on a commission basis; and the extension service slogan was used by politically minded educators to badger the University on the score that it was cloistered and unprogressive. Estopped by the laws of the state from carrying their offerings to the graduate level, a number of institutions began to insist that the University should give extension and even correspondence courses on that level.

Uses of extension and correspondence credits were as questionable as was the manner of earning them. For instance, in some cases persons, without overtaxing themselves or interfering with their regular employment, carried courses simultaneously in two or more institutions and used the resulting credits to earn degrees with little residence work and little effort of any kind. They were used in a sort of wholesale fashion to satisfy requirements for graduation in secondary schools and thus to defeat efforts to improve the quality of college offerings by eliminating all secondary work from college curriculums. In a few cases credits were carried to non-state institutions and used there toward both undergraduate and graduate degrees. These practices tended to palliate the current practice of purchasing diplomas from degree mills.

To correct the resulting abuses the state board of education was forced to remedial action. Whether significant or not, it was a part of

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the reforms launched by the Democrats in 1933 upon their return to power after a thirty-six year vacation. Under an order approved that year the state department of education was forbidden to accept credits earned by correspondence toward the certification of teachers after July 1, 1934, and all colleges under the control of the state board of education were forbidden to accept such credits toward the graduation of any student after the same date. At the same time all extension work offered by institutions under control of the state board was restricted to the regularly salaried members of their teaching staffs, and the tuition fee for such service was fixed at five dollars per semester hour.

These rules failing to correct the evils, an elaborate system of "regulations" was ordered in 1936. Among other things, they made the dean of any college offering extension work responsible for organizing and conducting it; only regularly employed instructors were permitted to offer it; the amount of their offerings was limited and their compensation was fixed; the instructors in charge were required to have a master's degree or its equivalent in the subject taught; and the total amount of extension credits which any teacher under contract might earn in a specified time was fixed, as was also the number of semester hours of extension work that might be credited toward a degree.

Despite but not regardless of the experiences of the state at large with correspondence and extension work, the University, under direction of President Boucher and in compliance with a request from Dr. Aspinall, Director of University Extension, in 1938 accepted for accrediting "a maximum of 30 semester hours work completed by correspondence" in any college or university which accepted an equal amount of correspondence work toward its own degrees, and whose residence work was accepted by West Virginia University. In deference to the policy of the state board of education, correspondence credits accepted by the University were not counted in certifying persons for teacher certification. Following repeated recommendations on the part of Director Aspinall favoring correspondence courses, the council of administration in 1945 authorized the introduction of such courses "when the budget permitted."

The tendency to join organizations—social, professional, and honorary—initiated at the University in the previous period, gained momentum in this one. It extended in fact to junior colleges and even to secondary schools. Partly because of depression conditions in the first half and of war demands in the second, there was an accompanying trend away from national professional organizations and to social service clubs, such as Rotary and Kiwanis, and to fraternal organizations. Generally, membership in a service club was regarded as an aid to professional advancement and was sought and maintained in that hope and expectation. This was notably true at the University, where memberships in the learned societies were allowed to lapse, except in biographical sketches,

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and faculty members became key men in service clubs. For similar reasons membership in lodges and fraternal organizations was considered desirable, as indicated by the fact that a member of the faculty, upon being promoted to the presidency, felt constrained to become a Moose.

While these practices were in keeping with the traditional clannishness of Mountaineers, they tended to minimize the importance of scholarship. But the times were fraught with demands for unusual services, and the willingness of faculty members to render them was welcomed by the public and commended by administrators. It was an effective way of avoiding partisan agencies and was welcomed on that account. Whatever the merits of such activities, they could have been and were as well performed perhaps by non-faculty members.

With total awards well in excess of five hundred in a period of about thirty years, West Virginia was on the verge of becoming an honorary degree mill. After refusing to make such awards for thirty years, except in the bicentennial year when seventeen were made, the University resumed the practice in 1928 and in the course of the next twenty years increased its total to ninety-one. After giving publicity to the fact that it had made only two honorary awards in its entire history, West Virginia State College fell into line in 1948 with four, and rumors were current to the effect that some of the newly established state colleges had friends and possible benefactors who "deserved recognition." Already Marshall College had made a number of honorary awards, and, in 1946, West Virginia Institute of Technology made three. Honorary awards were not taken seriously however either by the public or by some of the awarding institutions, as indicated by the fact that they did not keep available records of the names of the recipients.

The Charleston-centered control of public supported institutions of higher learning was a generally accepted tradition. The ripper legislation designed to restrain Governor John J. Cornwell vested his successors with all but complete control of all boards and commissions through their appointive and removal powers. Thus, the governors, following 1921, were able indirectly to control educational policies, finances, and personnel. Generally, their powers were exercised moderately, but other parties were persistent and subtle in the use of backstairs approaches to the governor and to members of governing boards. Thus changes in policies and in the personnel of state supported institutions of higher learning were determined in the state capital before they were known on the interested campuses.

In two notable cases in this period when persons, some of them designing, convinced the governor that changes in personnel needed to be made, he went the limit of his powers to make them. As a consequence of these efforts, plus World War II demands, it was difficult to get men to accept appointments to either the board of governors of the University

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or to the state board of education. Under these conditions, the latter was at one time composed of four women in a total membership of seven and the board of governors was composed of personal friends of the governor, who were active in politics.

The possibilities of this system were indicated in 1928 by the Survey of Education and again by the Strayer Report made in 1945. Furthermore, they were demonstrated by unsuccessful efforts, terminated in the courts, to remove a president of the University. As a consequence, politicians and educators alike saw the need for change. Although the voters failed in 1946 to approve a constitutional amendment for that purpose, it was accomplished by the 1947 legislature through an act vesting complete control of all state supported educational institutions in boards composed of persons having long tenures and removable only for cause.

Efforts of governors to control the actions of the controlling boards of institutions of higher learning and their efforts to do their creator's biddings were not the only, if indeed they were the worst, results of the centralization of authority in the state capital. Perhaps the worst result was a tendency on the part of administrators and teachers to please politicians and to neglect their professional growth and opportunities. The irony of these practices was in their general futility.

On the other hand, the private and denominational colleges with their comparatively secure tenures and smoothly functioning administrative machinery, grew in favor and in effectiveness. The Depression was a trying time for them, and in some cases World War II reduced enrollments and thus threatened their chief source of revenue. Low interest rates were even more menacing in that they reduced the effectiveness of endowments. In the face of these difficulties, these institutions worked toward standardization requirements and served regional needs, as well as the requirements of their particular clienteles. Even before a retirement system had been adopted for public free school teachers and for the state supported institutions of higher learning, most of the private and denominational colleges had plans of their own for teacher retirements. In these and other ways, these institutions were aids to rather than competitors of the state supported institutions.

The veteran enrollments following World War II were financial boons to institutions of higher learning, both private and denominational and state supported. In the four year period ending in 1948-49 the University collected almost \$1,825,000, in excess of its regular and supplementary appropriations, and the grand total of such collections for all the state supported institutions of higher learning for the same period was \$4,807,293. As they were permitted to retain all "excess collections", they had surpluses which were used to increase staff personnels, raise salaries, enlarge and repair physical plants, and in a few cases to acquire additional acreage and erect new buildings. The increased revenues of

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the private and denominational colleges were used in a like manner. Toward the end of this period there were however increasing demands that all expenditures of state supported institutions of higher learning be authorized in the biennial budgets. At the same time there was increasing concern lest a possible decline in enrollments, following the exit of World War II veterans, would curtail the spending programs of all institutions of higher learning.

Failures in the fields of graduate study and productive research, particularly in the social sciences and related fields, were admittedly injurious. At the beginning of the period, the whole education program centered about a grandiose plan for a graduate school at the University, but the failure of President Turner to carry through not only negated the plan but also enshrouded it in doubts and misgivings. This was indicated by the fact that President Boucher, his successor, put chief emphasis upon Lower division work and general introductory courses modeled after the "Chicago Plan". In turn, President Lawall sponsored a building program and pursued a neutral course with respect to the programs of his immediate predecessors. President Stewart continued the building program and placed emphasis on the physical sciences and on extension work at the graduate level.

In the absence of an effective research program, the need for its products was urgent. Through their own researches private industries tended to keep abreast of the times and to chart the future. Their work was supplemented also by activities of the Agricultural Experiment Station and the Engineering Experiment Station of the University, but the scores of masters' theses and projects written by graduate students in the social sciences and in education at the University, at Marshall College, and at some of the other institutions, were for the most part amateurish and practically useless, except to satisfy degree requirements. A few doctors' dissertations in chemistry, history, and phases of agriculture indicated the possibilities, but they hardly scratched the surface of the fields to be explored. The greatest need of the University Graduate School was students capable of developing research projects, for, as stated in 1947 by the chairman of the graduate council, "Never were there so many worthy problems waiting for solution, and never were so few individuals prepared and willing to undertake them."

Under such conditions, the need for scientific guidance was indeed great. Inasmuch as the costs were prohibitive and the experiences of others were forbidding, little except masters' theses could be expected from the private and denominational and newly created state colleges, all of which were expected to develop after the Marshall College pattern. As private industry was interested primarily in the natural sciences, the University was thus the only source of information in the social sciences and kindred fields. In its failure to produce, those who needed

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help continued to look to non-resident specialists who were imported from time to time.

Largely because of the Depression, this period was fruitful of reorganizations and proposed reorganizations. Among other things, Morris Harvey College changed its location, and Alderson Junior and Broadus were consolidated. All made effective efforts to increase their endowments and to enlarge their clienteles. Alleging that students were exploited by Morgantown, the *Wheeling Intelligencer* proposed discontinuing the Arts and Science College of the University and turning its work over to private and denominational colleges in the interest of economy and of better preparation for the professional schools. With a view to rehabilitating the private and denominational colleges and to making a better use of the state appropriations for higher education, a bill for the abolition of all the state teachers' colleges received some support, but not enough to get out of the house committee on education. In 1938 the *Parkersburg Sentinel* attributed the "sad plight of the denominational colleges" to the competition of the "lavishly supported state schools."¹

On the other hand, many persons thought it futile to try to maintain seven teacher-training institutions. Accordingly, they would have abolished some of them and enlarged and specialized the programs of the others. Others would have made the University the head of a unified system, embracing all state supported institutions of higher learning, administered by a chancellor, and others would have combined Fairmont State Teachers College and the University by abolishing the former and using the plant either for the College of Law or the School of Medicine. About the same time, it was proposed to change the name of West Virginia State College to Booker T. Washington College.

More significant still was the fact that an editorial in *The Athenaeum*, the student newspaper of the University, suggesting that Negroes be admitted to all state supported institutions of higher learning, did not produce comment either on or off the campus. This editorial was incident to the burning of the Administration Building of Bluefield State College. The editor maintained that it should not be rebuilt in the interest of economy and enlightened state policy.

One of the most significant trends of this period was that away from teaching to other professions and to industry. More than anything else, perhaps, this trend was responsible for converting the state teachers colleges into state colleges and for numerous changes in the curriculums of all institutions of higher learning. With a view to arresting the trend, the University College of Education planned during a ten year period to enter the elementary teacher training field. Under date of May 25, 1945, it formally expressed "conviction that a four year undergraduate program for the education of teachers for the elementary schools should

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be entered upon by the University and that the program should be made available to freshmen not later than September, 1946."

But for an unofficial and personal agreement made in 1923 by Professor J. N. Deahl, head of the department of education, in which the University limited itself to the secondary level, it would doubtless have announced an elementary teacher training program when the demand first became urgent. In response to this demand, in 1948 Dr. Stemple, acting Dean of the College of Education, insisted that training elementary teachers was one of the biggest jobs in the education field.

With only 120 of the 404 persons trained for teaching in the entire state in 1940-41 entering the elementary field, the situation was indeed alarming. What entrance of the University into that field could have done to relieve it was, however, unexplained. Answers to inquiries addressed to a number of institutions which had adopted similar programs were not encouraging. Nevertheless, the College formulated programs on the elementary level and sponsored a bill, which became a law in 1947, to widen the scope of the University Rural High School and to authorize a change in its name with a view to possible changes in its program.

In quality the faculties of this period varied all the way from sex delinquents to near geniuses. The extremes were, however, the exception. Generally, faculty members were moral, conscientious, capable, and imbued with zeal for their institutions and for service in their particular fields, but some of the pronounced individualists did not fit readily into more comprehensive programs. Generally, faculty members held graduate degrees or were reaching toward them, and they appreciated research as a necessary aid to the greatest teaching efficiency. In comparison with the previous periods, there was, however, a noticeable tendency to commercialize the teaching profession. More than in the past, teacher achievements and influences were determined more by teaching techniques than by personality and exemplary conduct. Under such conditions, teachers tended to ignore personal tidiness and conventional dress and habits with results that were reflected in the student bodies.

Taking advantage of the arrested status of research in West Virginia and the admitted, sometimes urgent, need for it, a few teachers and administrators impressed their superiors by superficial and repetitious studies based upon such subjects as population trends and life in the coal field. In that they confirmed current jeremiads, most of these studies tended to sell their authors and to enable them to entrench themselves. Thus, mediocrity sometimes found a way to responsible positions. On the other hand, pioneering pieces of research of a more basal character attracted little or no attention, except in agriculture and in the physical sciences.

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The greatest failures were in the field of administration. With University presidents and acting presidents changing on an average of once each three years, there was little opportunity for them to develop effective programs. At the same time, Marshall College, with four presidents and one acting president, was handicapped in a like manner. With deans to wrestle with their curricular and disciplinary problems, presidents of the state colleges for whites tended to entrench themselves in the political parity arrangement governing their selection and to direct their efforts to allaying friction in their particular assignments, the current test of a successful administrator. Together with the teachers of the public free schools, they attended both state and national association meetings to listen to non-resident speakers and to pronounce their utterances good or bad as they agreed or disagreed with their particular notions and experiences. When curricular and other general adjustments were needed non-resident "consultants" were called in to suggest them. Under such conditions, administrative leadership did not develop.

The method of selecting administrators of the state supported institutions was a factor, perhaps a determining one, in their qualities. Always the choices were made by the governing boards and generally without formal faculty advice and cooperation. Searches for presidents and their elections were secret and even mysterious. Although native sons were preferred, the boards on more than one occasion made publicized efforts to find persons who had not been mentioned or thought of in connection with the position to be filled.

As a consequence, faculties had no incentive to develop executives after the manner of developing them elsewhere, as in industry. Scientific surveys of education condemned this practice, and in the most recent choice of a University president, it was departed from to the extent that the chairman of the executive committee of a newly formed faculty association was consulted in the matter. This departure was a concession to repeated requests on the part of the faculty for a voice in the selection of University presidents.

Differences between free thinkers and fundamentalists scarcely disturbed the educational atmosphere in this period. Generally, preachers, priests, and rabbis were quiescent on these subjects, and church foundations and student religious organizations were more concerned with problems of juvenile delinquency than with questions of orthodoxy. Toward the end of the period the *Williamson Daily News* broke the silence by a charge to the effect that there were too many free thinkers in the state supported institutions of higher learning and by suggesting that a part of the state appropriations to them be diverted to denominational schools.

In reply the editor of *The Athenaeum* took refuge in the principles of democracy and equality, for which the state institutions were supposed to stand, and in the consequent impossibility of making any of them

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sectarian. The Williamson editor was accordingly reminded that there were then (1940) a dozen or more organizations on the University campus which looked after the spiritual welfare and religious instruction of students. The changed situation was perhaps best reflected in two programs on October 16, 1942: The dedication of the Mineral Industries Building to the search for scientific knowledge, and the appearance of Dr. E. Stanley Jones proclaiming that science needs religion and religion needs science.

PRIVATE AND DENOMINATIONAL INSTITUTIONS

1. ALDERSON-BROADDUS COLLEGE

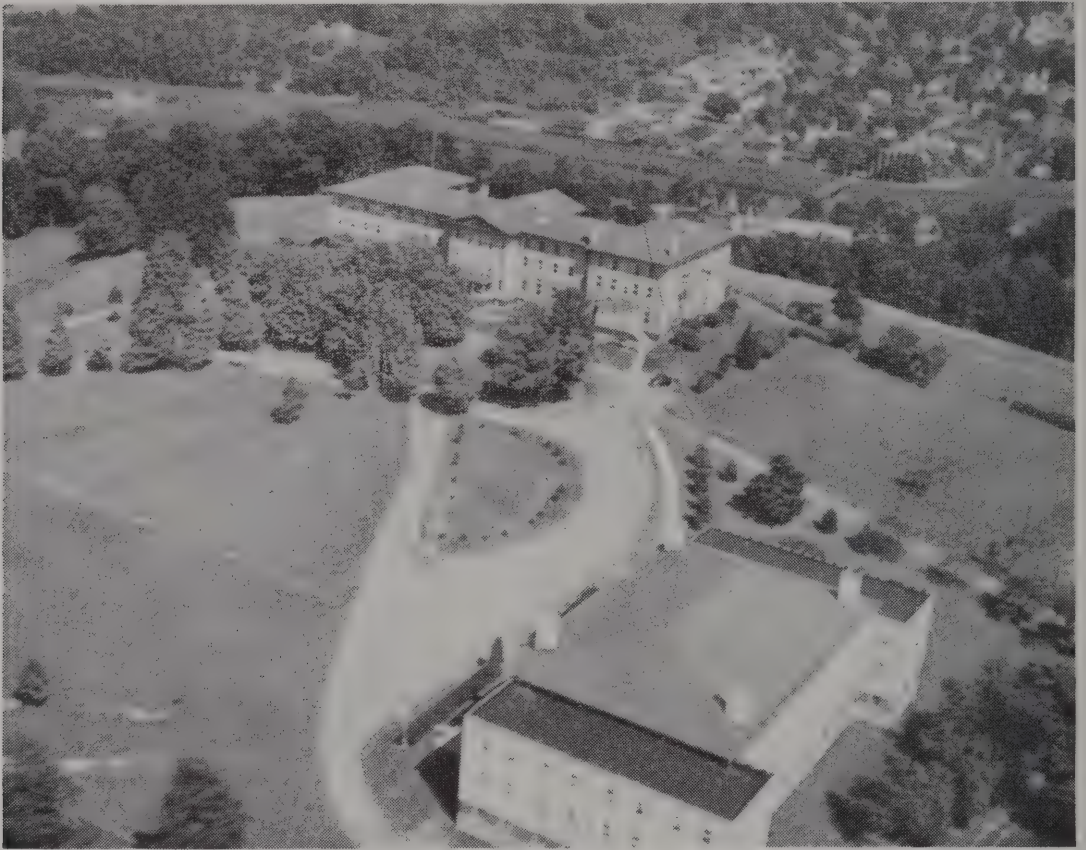
This institution was the result of a vote of the West Virginia Baptist Convention of October 15, 1931, merging Alderson Junior College at Alderson and Broadbudd College at Philippi, each of which had become involved in debt incident to the Depression. Both debtors and creditors made sacrifices in the changed status, and a new charter vested management and control of the consolidated school in a board of thirty trustees nominated by the West Virginia Baptist Convention and elected annually by the trustees themselves in groups of ten for three year terms. In 1943 sixteen of the trustees were members of the West Virginia Baptist Convention. The College "is not, however, sectarian in its teachings." At the time of the consolidation the Rev. Dr. W. S. Dunlop, Pastor of Greenbrier Church, Alderson, was president of the Junior College, and Dr. W. W. Trent was president of the Philippi institution.² For a time he was acting president of Alderson-Broadbudd and following his election to the state superintendency was named the first president of the new college.

With the passing of Alderson Junior College attention is called to its contributions to the educational history of the state. Like a beacon light on a hill, for a long time it brightened the intellectual pathway of a large and comparatively neglected area. This light was kept alive through individual efforts. For instance, J. Carey Alderson, a banker in Logan, West Virginia, donated \$80,000 toward the construction of the single building, and his sister, Emma C. Alderson, served the school as teacher, principal and dean without salary or other reward than the joy which came to her from doing something for "my Lord and the Baptists."

The fact that Alderson-Broadbudd College, as "a church-related" institution, continued to struggle for its existence following the merger did not prove that it was unwise. Other denominational institutions, even those with large endowments, had similar experiences. Largely because of depression conditions and uncertainties, Alderson-Broadbudd College was more than once on the point of becoming defunct following the consolidation; faculty efficiency fell to a low degree; and the institution

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was maintained through the generosity of friends and patrons. The trials fell of course most heavily upon the presidents. Prior to 1939 they were the Rev. Dr. W. S. Dunlop (1932-36), the Rev. H. D. Pickett (acting 1936-37), and the Rev. E. J. Woofter (1937-39).



ALDERSON-BROADTHUS COLLEGE

Campus showing Philippi in the background.

With the return of prosperity the Baptists rallied with renewed loyalty and determination. Thus influenced Dr. John Wesley Elliott of the Christian Education Staff of the American Baptist Publication Society was in 1939 elected President and the college again began to show marks of progress. Meanwhile it had pursued a conservative course without resort to the use of honorary degrees and other such favor winning devices.

The College received considerable funds from the World Crusade of 1947-48 and from tuitions from veterans. In 1948 it owned its physical plant, which was practically free from debt, and it had an endowment of about \$45,000 in farm, coal, and gas lands, the income from which was negligible. It then offered both the A. B. and the B. S. degrees, together with second and third class elementary diplomas. By an arrangement with the Myers Clinic at Philippi student nurses were enrolled

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in the College and pursued a course leading to the B. S. degree. In 1948 a movement was launched to raise funds to build a hospital to be operated jointly by the College and the Clinic.

More than in most small colleges student life at Alderson-Broaddus centered in student and religious associations. There was also a noticeable absence of college traditions, such as are found on more stable sites and under less fluctuating experiences. Nevertheless, the College sponsored a football team, maintained a physical education program, and sponsored a number of clubs and associations. Although there were no social fraternities, other organizations fostered those activities out of which college traditions grow.

Although the Depression, aided by the contemporaneous waning sectarian interest and support, almost put Alderson-Broaddus on the inactive list, it had an attractive physical plant on a campus of 103 acres. A physical education building, used also for classroom and library purposes, was completed in 1921, and "Greystone," the President's House, located south of Main Hall, was built later. The College farm of 265 acres, gift of Mr. and Mrs. John Carl, was sixteen miles away near Kasson on State Route No. 92. In addition to producing most of the supplies used in the dining hall, it afforded ambitious students an opportunity to earn a part of their expenses as farm laborers. In 1943 the faculty consisted of fifteen persons, only one of whom held an earned doctorate, and the net enrollment totaled 254, including 14 post-graduate special students.

Although willing to do its part, Alderson-Broaddus did not participate in training programs of World War II. Nevertheless, it was able temporarily to get out of debt following the war. As elsewhere, the program was accelerated. There were eight student and alumni casualties: Jennings B. Dawson, James Maddox, Woodrow Radcliffe, Paul Shaffer, James E. Smith, Davis Stewart, Sherwood Wilson, and Vindor Withers. Tuition fees from the increased enrollment following the war made possible an expansion in the offerings and improvement in their quality. In the summer of 1947 three college owned residences were in process of construction.

The teaching faculty of Alderson-Broaddus in the 1946-47 session was composed of twenty-three members of whom none held earned doctorates and only eight of whom held masters degrees. The administrative staff comprised eleven members one of whom, Earl Vinie, Dean of the College and Professor of Education, held an earned doctorate and did teaching, and two of whom held master's degrees. A total enrollment of 274 with only 17 out-of-state matriculates, surpassed that of any of the immediate pre-World War II years. The library contained about 7,000 volumes. The College was not accredited, but it was approved by the state board of education of West Virginia for the training of elementary

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and secondary teachers. In 1948 Alderson-Broadbent claimed "several distinctions": It was the smallest college in the state; the only college in the state open to students of any race; it conducted "the only truly collegiate school of nursing in West Virginia"; and it was then training more Baptists for the Christian ministry and for mission fields than all the other colleges of the state combined.

2. BECKLEY COLLEGE

This is an independent, non-profit, pay-as-you-go, junior college located in Beckley, Raleigh County. Unlike most junior colleges, this one was not aided financially by the state and was not a part of the public free school system. It had its origin in the desire of a group of public spirited residents to provide the youth of Beckley and the environs opportunities for higher education at minimum expense and inconvenience. For that purpose a board of trustees was incorporated on August 30, 1933, and on September 11, following, it opened the College to about 120 students. In the course of the ensuing ten years it was accredited by the West Virginia State Board of Education and by the American Association of Commercial Colleges and admitted to membership in the American Association of Junior Colleges and in the Council of North Central Junior Colleges.

In the pre-World War II period Beckley College offered the first two years of regular arts and sciences courses leading to the A. B. and the B. S. degrees. Upon completion of these courses students were awarded "associate" degrees in arts, science, and business administration. The same degree was awarded for the successful completion of a commercial course, but a one-year course in secretarial work, for which no degree was given, was offered. Pre-professional courses were offered in medicine, dentistry, law, dietetics, nursing, and engineering. The courses in engineering were designed to meet the needs of those who desired to go to work immediately after completing them. The primary purpose of the College was in fact to train persons who desired immediate employment. To that end it offered both one and two years of the required academic work for teacher certification in West Virginia. Beginning in 1939 the College offered courses in welding, which were continued during most of the World War II period and turned out more than two thousand shipbuilders.

In 1948 the Beckley College plant consisted of three plain functional buildings, described otherwise as the Main Building, the Commercial Building, and the Shop. There were no dormitories, and the College catered only to persons residing in commuting distances of Beckley. The plant was owned by the incorporators and was free of debt. For 1941-42 the enrollment was about 700. The number declined somewhat in the

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war period, but in 1947-48 it totaled 810, including about 250 World War II veterans.

Because of the awakened interest in higher education following World War II, interested parties would have expanded the Beckley institution into a four-year college, but the trustees preferred a strong junior college to a weak senior college and adhered to the pre-war pro-



BECKLEY COLLEGE, BECKLEY

gram. In justification of their course they claimed that Beckley College had served its original purposes and that it had also stimulated a regional interest in higher education. This was indicated by the fact that the number of high school graduates who went to college from Beckley and environs had more than trebled, and the number going to four-year colleges had more than doubled. J. Lewis Bumgardner was president from 1933 until his death, September 10, 1944. On July 15, 1945, he was succeeded by Grover C. Hedrick. During the interim the College was administered by D. K. "Ken" Shroyer in the capacity of acting president and director of public relations.

Prior to World War II little attention was paid to athletics and, in the absence of resident students, to social life, but basketball teams for both the boys and the girls, and softball and bowling teams were organized. In the 1946-47 session the "Blue Hawks", as the Beckley College athletes were called, played a schedule of about twenty games of basketball. Beta Theta Mu sorority sponsored dinners, banquets, parties and dances, and a local fraternity, discontinued during the war, was reorganized in 1947 and started a series of social activities. The College was thus laying

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the basis for traditions not unlike those to be found elsewhere. The College's only boast was its ability to get jobs for its graduates. For that purpose it maintained a placement bureau.

3. BETHANY COLLEGE

Following President Goodnight's death, October 15, 1932, Bethany College was administered during the ensuing year by a committee composed of trustees and members of the faculty with the Hon. W. S. Wilkins of Wellsburg, West Virginia, as chairman. At the end of this interim this arrangement gave way to president-elect Joseph A. Serena who came from the presidency of Southwestern Missouri State Teachers College. His single year at Bethany was featured by a series of events which left him with little support. He resigned in 1934, and in December of that year Dr. Wilbur H. Cramblet, since 1917 a member of the faculty and since 1919 Treasurer of the College, was elevated to the presidency.

As the result of a study extending over a period of years, the aims of the College were set forth by President Cramblet in the following statement: "The continuing purpose of Bethany College is to give its students through a liberal curriculum and intelligent guidance an increased understanding of the resources and problems which surround our contemporary life, a love of truth and beauty, an appreciation of excellence in scholarship and a Christian attitude toward life." Of necessity, this program led to a study of entrance requirements. As a result Bethany refused to accept mere graduation from an accredited high school and restricted its freshmen matriculates to the upper half of the graduating classes.

The Alumni Council sponsored the president's program and established alumni centers to aid it. Organized in 1846, the Alumni Association was Bethany's chief source of strength during a large part of the one hundred and two years of its existence. It functioned during the Civil War period, as indicated by the election of officers at a meeting held in the College Building on July 3, 1864.^a The Alumni Field House at Point Breeze, completed in 1948, was sponsored by the Alumni Association.

Other developments were in the line of progress. Under an arrangement with the Teachers' Insurance and Annuity Association of America a faculty retirement plan became effective in 1936; in 1939 the College was invited to cooperate with twenty-one other colleges in a General Education Board sponsored study of general education; by the acquisition in 1937 of the Point Breeze farm of nearly 300 acres and other tracts, acquired about the same time, the total college owned acreage was increased to about 1,000; the awakened loyalty and enthusiasm incident to the centennial anniversary pushed the permanent

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endowment well beyond the \$3,000,000 mark; and a new library building, to be called the "Alexander Campbell Memorial," was projected.

As in the earlier years student life at Bethany was somewhat novel, in that the changing order did not destroy interest in the church. Through the activities of the "Council on Student Work" the Bethany Memorial Church was the center of many student activities, regardless of denominational affiliations. The Ministerial Association and the Y. W. C. A. were active, and attendance at college chapel exercises on Tuesday and Thursday was compulsory but graciously given. With the coming of World War II veterans, separate exercises were held for freshmen and for upper-classmen. More than other influences perhaps, the church and kindred organizations tended to preserve college traditions. For instance, smoking was not practiced in and about the college offices and lecture rooms.

In 1948 there were five national social fraternities: Beta Theta Pi (1860), Sigma Nu (1883-1886, re-established in 1899), Kappa Alpha (1903), Phi Kappa Tau (1923), and Alpha Sigma Phi (1926), and four national sororities: Alpha Xi Delta (1903), Zeta Tau Alpha (1905), Kappa Delta (1923), and Phi Mu (1939). There were also the College Choir, the College Orchestra, the College Band, two dramatic clubs, and a number of professional clubs and societies. Among the latter was the H. T. McKinney Chapter of the Future Teachers of America chartered at the college in 1942. The Student Center, begun in 1941 and completed in 1947, transformed student social life.

As elsewhere the literary societies ceased to function at Bethany before the beginning of this period, but interest in dramatics gained in favor, as did also student publications. *The Bethany Collegian*, established in 1881 as the successor to *The Guardian* established in 1869, was published monthly, bi-weekly, and weekly as determined by the finances. In November, 1946, it became the *Bethany Tower*, a weekly sponsored by the local chapter of Pi Delta Epsilon, national journalism fraternity, but subject to the student board of publications. In 1909 *The Kodak*, since 1905 the college annual, became *The Bethanian* in commemoration of the centennial anniversary of the church. Beginning in 1944 and extending to and including 1945-46, it was the *Bethany Log*, but *The Bethanian* was revived in 1947. World War II left its mark in *Service Men's News* (February 24, 1942-August 22, 1945) and in *Tell*, a series of news service letters. Favorite college songs were: "The Banks of the Old Buffalo," "On the Corridor," and "Bethany, My Bethany."

Beginning in 1931 Bethany College adhered to an amateur athletic program featured by free admission to all athletic events and by emphasis upon physical education and intramural programs. In this the college took the lead in the tri-state area in eliminating professionalism and in placing chief emphasis upon the sports phase of intercollegiate con-

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tests which were organized in such a manner as to supplement the physical education program. This was made possible through an athletic fee of ten dollars a semester for each student and through the use of regular college funds.

Beginning in 1930 the physical education program was in charge of Professor John J. Knight, a West Virginia Wesleyan alumnus, '24, who, with the aid of assistants, was his own football coach to and including 1944. In 1943 he coached a team which held the University team to a 26 to 13 score. Because of the war, football was discontinued at Bethany in 1945, but it was resumed in 1946 with Don L. Phillips as coach. Professor Knight continued however to coach basketball. Baseball, resumed in 1940, made a creditable showing under the coaching of the manager.

The biggest event in the physical education program was the completion of Alumni Field House in 1948, thus making possible an enlarged physical education and intramural program. Before the completion of the new gymnasium, "Irvin Gym", built in 1919, was assigned to the girls who were thus given freer access to the swimming pool and showers.

Like other institutions of higher learning, Bethany College adjusted its program to the World War II effort. Beginning in 1941, it operated a C. P. T. program which later became a part of the glider training program for the Army and still later a part of the Navy V-5 program. This phase was finished in 1943 when the Navy V-12 program came to the campus. It remained until October 30, 1945. In 1943-44 the trainees outnumbered the regular students and converted parts of the campus and surroundings, notably Point Breeze, into barracks. To accommodate the trainees the College took over most of the fraternity and the sorority houses and operated them on a rental basis. For a time trainees dominated the social life.

There were 28 alumni casualties: George A. Arner, Chester; Stephen W. Blahut, Greenville, Pa.; Joseph E. Boice, Parkersburg; Nelson S. Burns, Des Moines, Iowa; Thomas J. Cullison, Jr., Pittsburgh, Pa.; Frank A. Dole, Buffalo, N. Y.; James L. S. Dunlop, Niagara, N. Y.; Richard S. Dye, Wellsburg; Milton E. Esty, Hartford, Conn.; James R. Everhart, Uniontown, Pa.; Francis B. Flanagan, Grafton; Robert W. Fritz, Wheeling; Maynard H. Garner, Bethany; Charles W. Hassner, New Martinsville; John D. Haudenschild, Carnegie, Pa.; William T. Hennessy, La Romana, Dominican Republic; Jack R. Hesser, Rochester, Pa.; Wayne R. Kimble, New Martinsville; William L. Lohmann, Mingo Junction, Ohio; Frank McEvoy, East McKeesport, Pa.; Lewis Newman, Holidays Cove; Arch L. Oldaker, Lakewood, Ohio; Charles E. Rush, Hanoverton, Ohio; Harry W. Schenck, Connellsville, Pa.; Arthur B. Sheets, Brownsville, Pa.; John R. Sole, Clarksburg; Charles

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E. Swartz, Jr., Pittsburgh, Pa.; and Loren R. Thompson, Steubenville, Ohio.

Bethany College adopted an accelerated program, but the regular program was continued with special emphasis upon courses in mathematics, physics, engineering drawing, descriptive geometry, and navigation to comply with the Navy V-12 Program. The College continued meanwhile its cooperative study of general education objectives, but it did not make radical changes in the regular curriculum. Instead, it planned to restrict the enrollment to 600. This plan was designed to maintain Bethany College traditions and its somewhat peculiar environment. More perhaps than any other institution of higher learning in West Virginia, Bethany withstood the tradition destroying effects of the war. Friends and alumni were determined to preserve it as "the best 'small' college in the world."



THE BETHANY HOUSE

Student Union and Dining Hall for Men, completed in 1948.

Despite the 600 maximum, the enrollment for 1946-47 was 815 composed of 80 seniors, 118 juniors, 195 sophomores, 394 freshmen, and 28 unclassified. Of the total 221 were from West Virginia, 192 from Pennsylvania, 149 from New York State, 97 from New Jersey, 84 from

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Ohio, 17 from Michigan, 16 from Massachusetts, and 11 from Connecticut. In numbers ranging from one to three the others came from thirteen other states and there were also three from Canada, and one each from Argentina, the Canal Zone, and France. With a total of 526 the men outnumbered the women almost two to one.

Provisions for student housing, boarding, and social life featured the postwar period. Except a few residents and commuters, practically all the men were housed in Cochran Hall, in Point Breeze Hall, and in fraternity houses, and the women were housed in Phillips Hall (a new dormitory embracing Old Phillips Hall completed in 1930), in Gateway Hall accommodating about forty-five, and in sorority houses. Meals for all resident men were served in Bethany House, popularly known as the "Student Center," and for resident women in Phillips Hall. The Student Center was used by both men and women for formal and informal dancing and as a common meeting, smoking and lounging place.

Including the president, the faculty for 1947-48 was composed of 58 active members, 18 of whom held earned doctorates. Of the others 27 held M. A. degrees. Both the A. B. and the B. S. degrees were awarded; the College Library contained about 43,000 volumes, including a number of special collections; the endowment funds aggregated about \$3,100,000; more than a score of scholarships were available; in 1927 the College became a member of the North Central Association of Colleges and Secondary Schools; and it had total assets in excess of \$5,400,000. The plans for the Alexander Campbell Memorial having failed to materialize, the greatest need was a new library building.

Generally Bethany College was liberal with honorary degrees. In her centennial year (1940) fifteen such awards were made. In 1947 there were five, and Fred M. Vinson, Chief Justice of the United States, was one of the recipients. For the twenty-nine years, beginning in 1883, for which records were available, a total of 161 awards were made.

4. DAVIS AND ELKINS COLLEGE

Following the resignation of President Allen to become president of Marshall College, the plant at Davis and Elkins was enlarged and improved. In 1941 Graceland, former home of H. G. Davis, was presented to the College by the West Virginia Synod of the Presbyterian Church for use as a dormitory for men. The President's House, located on Randolph Avenue a few blocks from the campus, was acquired in 1943 as a bequest of the late Susan Darby of Elkins. A barn and two greenhouses were acquired in 1940, and a carriage house was converted into a dormitory. The campus had meanwhile increased to 78 acres which were adorned by 150 species of shrubs and trees. Through a

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gift from the Elkins heirs it was expanded in 1944 to 132 acres. It was thus a fitting scene for the Annual Mountain State Forest Festival.

Dr. Allen was succeeded in the presidency by C. E. Albert, former dean of the College, for one year as acting president and then as president to October 16, 1939. During the interim following his resignation to January 1, 1940, the College was administered by a committee of the faculty named by the trustees. Then H. E. Whetsell became acting president and served to June, 1940, when he was succeeded by Robert T. L. Liston, an alumnus of Davidson College, North Carolina, and of Union Theological Seminary, Richmond, Virginia, who held a Ph. D. degree from the University of Edinburg. He came to Davis and Elkins direct from Southwestern College, Memphis, Tennessee.

President Liston attempted sweeping changes in the college program, but his problems were largely financial. As only about \$155,000 of the endowment was productive, 55% of the college income for the year ending in 1942 was from student tuitions and fees. Except irregular and uncertain donations from private individuals, the remaining income was from the controlling synods, which varied from \$3,000 to \$8,000 annually during a quarter century. For the year ending in 1942 the total gross income from all sources was slightly in excess of \$73,000.

In addition to the initial campaign to raise funds for the College, two other campaigns were conducted for that purpose. The first of these was launched in 1916 by Dr. W. A. Cook of Wheeling and covered only the churches and the membership of the Northern Synod. It was fairly successful and a campaign was begun in 1922 to cover the entire state. The net result was about \$1,100,000 subscribed, less than a third of which was paid. Elkins and Randolph County subscribed \$150,000 but it was not all collected.

In all three of the fund-raising campaigns the bulk of the contributions was in pledges ranging from fifty cents to ten thousand dollars each. A \$100,000 gift by H. G. Davis, made in 1911, was not a part of the total. Following his death, his daughter, Mrs. S. B. Elkins, was a generous and regular contributor with her total for one year aggregating about \$20,000. Her announced intention to provide the College with an ample endowment was nullified by the Depression and other exigencies. Her final gift was therefore \$25,000. It was in bonds of a subsidiary of the Baltimore and Ohio Railroad which bore one per cent interest.

Dr. Liston resigned the presidency on April 1, 1943, and was succeeded at once by Raymond B. Purdum, Ph.D. (University of Virginia), dean of the faculty, as acting president. In 1944 he was made president and was succeeded in the deanship by Professor S. Benton Talbot, Sc.D. (Johns Hopkins). Under their leadership the College was admitted in 1945 to membership in the North Central Association of Colleges and Secondary Schools.

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Because Davis and Elkins College did not become active until 1904, when college life was undergoing a marked change, literary societies did not influence it perceptibly. The Student Christian Association was perhaps more effective, and Religious Emphasis Week, following shortly after the Christmas vacation, was taken seriously in keeping with Presbyterian traditions. Beginning in 1924, the May Festival, featured by the crowning of the May Queen, inaugurated a custom that survived World War II. In 1948 there were five social fraternities: Zeta Sigma and Tau Kappa Epsilon, nationals, and Iota Nu Delta, Phi Delta Psi, and Delta Sigma, locals, and three sororities: Chi Omega (1920), national, and Phi Chi (1923) and Iota Chi Delta (1945), locals. The common affairs of these groups were regulated by The Pan-Hellenic Council. There were also a number of honorary groups, including the Hamilton Honor Society, formed in 1930 and named for the Rev. Dr. A. H. Hamilton, one of the founders of the College; Beta Alpha Beta, commerce; Chi Beta Phi, science; Phi Alpha Theta, history; and Sigma Tau Delta, English. All students were required to attend the weekly convocation; smoking was forbidden in the classrooms and in the laboratories; and students who owned and operated automobiles were required to register them with the dean of the College.

More than in some other institutions, Davis and Elkins students determined their own affairs. This was done through annually elected officers and class representatives. Together they constituted the student council which sponsored all social affairs and had a part in determining and in enforcing college regulations. They were thus a factor in preserving college traditions. For instance, no student was permitted in the dining hall for the evening meal or for Sunday dinner who did not wear a coat and a tie, and male students were required to wear sweaters or coats with dress shirts to classes, chapel, and other college functions.

Beginning about 1912 the students published *Acta*, a monthly news-sheet, which in 1922 became *The Senator*, published weekly or bi-weekly as the finances permitted. *The Senators*, the college annual, began publication in 1927 as a senior enterprise. Prior thereto the irregularly published annuals were called first *Nautilus*, then *Phoenix*. *Freshman Finger-spots*, published in 1948, contained a quantity of historical and current data, and beginning in 1947 *The Homecomer* welcomed friends and alumni to the annual Homecoming.

Football at Davis and Elkins is almost as old as the College itself, for simultaneously with the opening of its doors to students a Dr. Gribble was coaching its first football team. The following year the coaching was taken over by Marshall C. Allaben, the new president, who coached during that and the two ensuing seasons. In 1908 Professor Reading of Worcester, Massachusetts, did the coaching, but President

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Allaben took over again in 1909 and was responsible for "a glorious season."

When President Allaben resigned in 1910, the coaching was entrusted to his protégé, Cleon Raese, a senior, who developed a team that successfully defended the Davis and Elkins goal during the entire season. The only crossings were field goals in a contest won by Marshall College (6-3). With Judge John Brown doing the coaching through 1911-13 the Davis and Elkins team won most of its contests, but it was defeated in 1913 by a score of 43 to 0 in its first encounter with a West Virginia University team. In the same year it lost to a West Virginia Wesleyan team by a score of 103 to 0, the winning factor being a budding athlete in the person of Alfred Earle Neale, later known to football fame as "Greasy" Neale. With Coach Whitson in charge in 1914 and Harnus P. Mullenex, now president of the board of trustees, in 1915 and in 1916, the Davis and Elkins teams had fair seasons. Football was adjourned there in 1917 for the duration.

Football was resumed at Davis and Elkins in 1919 under the coaching of Richard Bowen who was succeeded in 1920 by Richard F. Hamill who, in the course of the two ensuing years, developed a number of stars, outstanding among them being John "Husky" Newcome. In 1923 Coach Hamill was succeeded by Cameron "Cam" Henderson who put the "Senators" and their Scarlet Hurricane colors on the football map and in so doing won nationwide distinction as a mentor. His first team was undefeated and, in his first encounter with a West Virginia University team (1925), he held it to a 6-0 score. In the same year the powerful West Virginia Wesleyan team was held to a 6-3 score. In 1927 the Wesleyan jinx was broken by a score of 13-6, and in 1928 the University team was defeated (7-0) and the Navy (2-0). By defeating the University (14-6) and Wesleyan (13-0) Davis and Elkins won the state championship for 1929 and Al Hawley and Claude Warren were mentioned as All-Americans. Davis and Elkins was not on the University schedule in 1930 and in 1931, but it continued to win annually a majority of the scheduled games to and including 1933 when it defeated West Virginia Wesleyan (27-6), New York University (3-0), and held the University to a tie score (7-7). In Coach Henderson's last year at Davis and Elkins (1934) his team won five of the ten scheduled games.

In developing small college teams into winning combinations Coach Henderson and "alumni and friends of the College" admittedly resorted to practices not sanctioned in the rules. As the enthusiasm and determination to win grew apace with each succeeding season, more and better players were needed. But, in keeping with the general practices, they expected subsidies, first in the form of remitted tuitions and later in various forms and amounts. Motivated by a local and sectional pride somewhat peculiar to native West Virginians, the expected subsidies

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were generally available. If they proved inadequate, the gate receipts were used, and in most contests there were short cuts which a clever coach could use to advantage. The use of such tactics was, however, beneficial in the long run, for they caused the larger institutions to accept reform as a more effective way of settling differences than through severing athletic relations. As a consequence most of the institutions involved now offer athletic scholarships, but the recipients are expected to deserve them and to maintain academic standards. That is true of Davis and Elkins College.

Coach Henderson was succeeded at Davis and Elkins in 1935 by Harry "Bud" Shelton who remained to and including 1939. Partly as a result of the practices just noted above no games were scheduled with the University after 1935, when it won the last game scheduled by a score of 20 to 0. By defeating Wesleyan the Davis and Elkins team won the West Virginia Intercollegiate Conference championship for 1937. Coach Shelton was succeeded in 1940 by Jesse Kinley who that year developed John "Ace" Federovitch, a Little All-American. Beginning in 1943 football was recessed for the duration. It was resumed in 1946 with Harvey Booker as coach, and the Senators again longed for the time they could defeat formidable opponents.

In 1914 a Davis and Elkins quint defeated a University quint by a score of 37 to 35 in their first contest in basketball. The University team came back that year in a second contest which it won by a score of 59 to 18. Under the coaching of Harnus P. Mullenex (1915-17) Davis and Elkins had a fast and clever team. In 1918 he was succeeded by Richard F. Hamill who coached there through 1918-22. The Davis and Elkins team went into a slump in 1918 following Mullenex's resignation to accept the basketball mentorship at the University, and the record continued unimpressive to 1923 when "Cam" Henderson became the basketball, as well as the head football, coach.

It took Coach Henderson three years to develop his basketball technique. A team coached by him defeated a University quint in 1926-27, in each of three contests in 1927-28, and in one of two in 1928-29. Following another three year interim, the University team was defeated by a score of 40 to 35 in 1932-33 in its last contest with a Davis and Elkins team. Thereafter the "Senators," under Coach Henderson, to and including 1934, and under Coach Shelton thereafter, continued to win a majority of the games on each of their annual schedules. In 1948 they were the state champions.

Other intercollegiate sports, including baseball, track, tennis, boxing, and wrestling, were participated in from time to time, but the trend was to intramural programs. They were under the general direction of the physical education department, but most of those for women were sponsored by the Woman's Athletic Association. Chief interest was

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however in intercollegiate sports, as indicated by the fact that election to be the cheerleader was the greatest honor in the gift of the student body, and membership in the Varsity Club was limited to those who won letters in intercollegiate athletics.

Honorary awards were made by the trustees on the recommendation of the president and without faculty participation. In the presidency of Dr. Allen (1910-35) they were restricted to D.D. degrees, but in 1939 the D.L. degree was awarded Jennings Randolph, a resident of Elkins, a Representative in Congress, and a former member of the faculty. Since then honorary awards were made to other laymen. Including those for 1912 a total of 48 awards were made to and including those for 1948. Generally, two awards were made annually, but there were five in 1939 and other years were barren.

Davis and Elkins participated in the Civil Aeronautics program from its inception in 1939 by ground instruction in the College and flight instruction at the Elkins Municipal Airport until the war needs terminated it. Beginning in the spring of 1941 it added new courses and accelerated its program so as to make it possible for a student to attain a degree in two years and nine months continuous attendance. From April 1, 1943, to June 30, 1944, the 334th College Training Detachment provided academic, physical, military, and flight training for 772 air crew students. There were fourteen alumni casualties: Charles E. Albert, Jr., Clyde Brooks, James Carroll, Owen Kerns, Edward King, James Maxwell, Jacob Phares, Basil Sharp, William Siebert, John Simpson, Estin Teter, Jr., Phil H. Williams, Jr., Robert Wolverton, and James Woods.

To meet post-war needs the College offered curriculums in aeronautics, in basic engineering, in business administration, and in physical education. It offered also pre-professional courses in law, medicine, pharmacy, theology, and dentistry and complete vocational programs in nursing, secretarial training, laboratory technology, professional chemistry, and teaching. Although chief dependence was upon the regular four-year course, the accelerated academic program adopted in 1942, was retained temporarily, thus making it possible for students to enter college in September, in February, or even in June.

The physical plant was meantime being enlarged appreciably. At a cost of about \$50,000 in college funds a new dormitory, called "Greenbrier Hall," was completed in 1946; an old carriage house was converted into a fraternity house; seven barracks were erected for use as men's dormitories and two apartments for married students; and an engineering house was added. In 1947 the Liberal Arts building was enlarged by the addition of a third floor and the science building by the addition of two floors; a dining hall for the accommodation of 400 students was provided; and an athletic house and a recreation hall were

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erected near the athletic field. The available floor space was thus increased by about 80,000 square feet and the reproduction value of the plant was raised to about \$1,500,000.



AERIAL VIEW, DAVIS AND ELKINS COLLEGE

Showing, left to right, Graceland Hall for men, Halliehurst Hall for women, the Liberal Arts Hall, and Science Hall. The Platform and Seating Arrangement for the Forest Festival, held annually, is in the center of the front campus.

The total net enrollment for the 1946-47 session was 854, of which number 280 were women. The veterans numbered 413, of which number 272 were freshmen and 86 sophomores. The regular session enrollment was composed of 488 West Virginians, 113 New Yorkers, 44 New Jerseyans, 13 Pennsylvanians, 13 Virginians, and 49 others, including seven from the District of Columbia, three from Iran, and one from Costa Rica.

Not including student assistants and other attaches, the 1946-47 faculty was composed of 35 members, eight of whom held earned doctorates. Eleven of the others held master's degrees and one had no degree of any kind. In addition to their teaching and other loads, the faculty functioned through fourteen faculty committees. Their efforts were aided perceptibly by the Alumni Association which functioned actively since its organization in 1919. Unlike most other such associations, it kept the alumni directory up to date, and the College published annually a

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bulletin devoted to alumni activities and interests. Beginning in 1948 there was a full-time alumni executive secretary.

5. GREENBRIER COLLEGE

This is a standard four year junior college for women located in Lewisburg, Greenbrier County, near the intersection of U. S. Route 60, the Midland Trail, and U. S. Route 219, the Seneca Trail. This institution was under Presbyterian church influences until October 15, 1930, when it became independent and nondenominational. Since then it has been owned, controlled, and operated by the Greenbrier College Corporation with the chairman of its board of directors functioning as president. In keeping with traditions, it emphasized "the importance of having education strictly Christian." Likewise, it emphasized "the value of the classics," but it approves the practical with emphasis upon music, art, and drama.

Greenbrier College is "the lawful successor" of Lewisburg Academy, chartered in 1812 as a private school for the education of boys and girls. The parent institution was established by the Rev. John McElhenney who was principal until 1827 and chairman of the board of trustees from 1812 to 1860. It was forced to close in the Civil War but it was reopened in 1865 under the joint principalship of the Rev. J. C. Barr and W. C. Preston. The Rev. Barr resigned in 1866, and Preston was principal during 1866-67. He was succeeded in 1867 by Capt. Alex. F. Mathews, but the Academy was inactive during 1868-69. It was revived in 1869 with H. N. B. Wood as principal. He was succeeded in turn by Wm. L. Austin (1870-71) and P. M. Custer (1871-72). During 1872-73 the school was again inactive, and it maintained a precarious existence during 1873-74 under the principalship of J. J. Morris.

In the absence of adequate high schools, the desire for secondary education was however persistent among large elements of the Greenbrier population. In Lewisburg and vicinity this desire was heightened by memories of the Rev. McElhenney who lived until January 2, 1871, by the influence of his immediate successor, the Rev. M. L. Lacy, and by an aversion on the part of some to coeducation.⁴ Thus motivated a group of residents interested themselves in secondary education for girls. For that purpose, on August 17, 1874, they secured a charter for Lewisburg Female Institute. The trustees of the Old Academy approved the undertaking and in aid thereof donated their land, their building, and their good will.

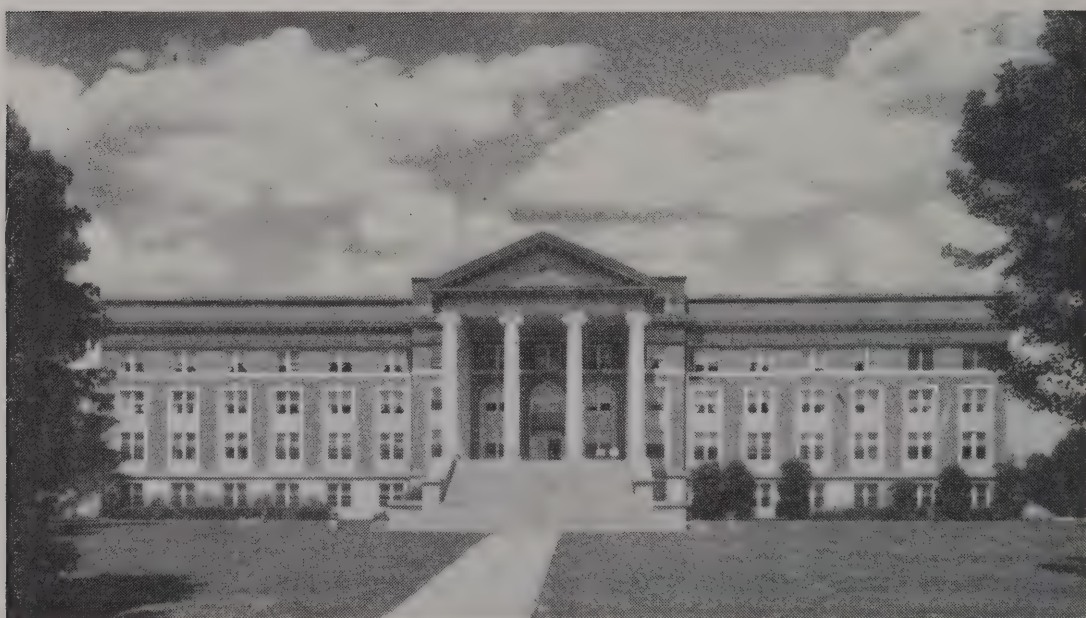
Under these auspices the Female Institute became active in 1875 under the principalship of Mrs. Caroline H. Tipping of Staunton, Virginia. During her principalship of three years, the school prospered, as indicated by the fact that the trustees acquired additional acreage and in 1876 erected a three-story building. Later the school survived two

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fires, one in 1901 and the other in 1921, with improved facilities and increased popularity. "Greenbrier Hall," the present main building replaced the one destroyed in 1921.

The outstanding feature in the history of this institution during the last fifty years was its relationship to the Church. In 1892 the stockholders of the Institute transferred their holdings to the Greenbrier Presbytery, then a member of the Virginia Synod of the Presbyterian Church of the United States, and residents of Lewisburg and vicinity, most of them Presbyterians, subscribed \$11,000 to maintain the school under church influences. Except for the fact that usage had meanwhile changed the name to Lewisburg Seminary, this arrangement continued until 1923, when ownership and control were formally vested in the Synod of West Virginia, and the corporate name was changed to Greenbrier College for Women.

After six years the school again fell into financial straits and was sold on October 16, 1929, to a private corporation which in 1933 was chartered as Greenbrier College, Incorporated. The owners were the Rev. Dr. French W. Thompson, president, Col. H. B. Moore, H. L. Goodman, H. H. Blackburn, and W. N. Jasper. Beginning in 1933 the educational policy was determined by a board of directors of nine members with the aid of an alumnae advisory committee of from fifteen to seventeen members.



GREENBRIER COLLEGE, LEWISBURG, WEST VIRGINIA

The buildings of this institution occupy a choice site on a 26 acre tract in the suburbs of Lewisburg. Greenbrier Hall, "the Students' Home," is a fireproof structure with accommodations for 158 boarding

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students. In addition thereto this building contains parlors, offices, music studios, a dining room, the library, and the infirmary. Carnegie Hall, built in 1902 through the generosity of the late Andrew Carnegie of Pittsburgh and Scotland, contains classrooms, laboratories, music studios, a large pipe organ, art studios, and an auditorium with a seating capacity of 800. In 1905 Old Frazer Tavern was conditioned as a residence for the president. It was reconditioned for that purpose in 1925 when it became a favorite center for student social functions. A gymnasium, built in 1930, affords space for classes in physical education and dancing and for basketball and volleyball. Two cottages, one for teachers and the other for 32 girls, have been in use since 1840 and 1842, respectively.

The regular preparatory course of study was designed to admit, without examination, those who completed it to the freshman class of any college open to women. Graduation from the College was by diploma upon completion of any of the following courses: liberal arts, general elective, secretarial, English, dramatic art, music, art, and since 1946 physical education. Only eighteen electives in a total of sixty-eight hours required for graduation, were permitted. In addition thereto each student was required to take regular work in recreational activities, such as riding, swimming, hiking, tennis, archery, hockey, basketball, and softball. The physical training programs were intramural.

In the belief that students need the quieting and balancing effect of a sane and liberal arts type of education in war times, the College did not accelerate its program in World War II. On the other hand, it made no change in the curriculum and instead tried to do old things a little better. Approval on the part of patrons was indicated by the fact that the institution was filled to capacity, and many applicants were turned away.

The Rev. Dr. French W. Thompson, former president of Texas Presbyterial College, has been president since 1925. Not including the college physician, the college nurse, the librarian, the registrar, and secretaries, there were twenty-one teachers, sixteen of whom held graduate degrees, one of them a doctorate, and all teachers doing strictly college work held graduate degrees. Matriculates for the year ending in 1947 totaled 197, of which number 57, including 15 "specials," were residents of West Virginia. Thirty-one were residents of New York State, 16 of Pennsylvania, 16 of Ohio, 14 of New Jersey, six of Missouri, four of Maryland, and three of Virginia, and there were three from Panama.

Since 1878 the principals and the presidents were: D. B. Ewing (1878-81), M. L. Lacey (1881-87), C. A. Young (1887-91), J. C. Brown (1891-92), R. L. Talford (1892-1911), R. C. Sommerville (1911-16), R. H. Adams (1916-18), J. N. Maxwell (1918-20), J. I. Armstrong (1920-24), J. M. Moore (1924-25), and French W. Thompson (1925-). To a large degree their success was due to the active interest

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of the Greenbrier College Alumni Association. A reorganization effected in 1943 increased its usefulness.

6. GREENBRIER MILITARY SCHOOL

This is a preparatory school and since 1940 a junior college. It is located in Lewisburg, Greenbrier County, near the junction of U. S. routes 60 and 219. Like Greenbrier College in the same town, the Military School traces its origin to Lewisburg Academy. In other words, it was an indirect creation of the Rev. Dr. John McElhenney, Pastor of the Old Stone Church, founder of Lewisburg Academy, and for more than half a century the intellectual and spiritual mentor of the Lewisburg community. The School is a member of the North Central Association of Colleges and Secondary Schools, the Association of Military Colleges and Schools of the United States, and the American Association of Junior Colleges.⁵

When the Lewisburg Female Institute took over the property and good will of the Lewisburg Academy for the purpose of opening a secondary school for girls, no provision was made for a similar school for boys. From time to time during the immediately succeeding years attempts were made to establish such a school either as a private enterprise or in combination with the public schools. About 1890 a group of residents earnestly addressed themselves to the matter. Among other things, they acquired the former site of the Greenbrier Agricultural Society; they erected a suitable building thereon; and they employed Thomas H. Gilmer of Virginia to be principal. Under his direction Greenbrier Military Academy did well, as indicated by an enrollment of about 200 in the second year. Before it was ended the building was destroyed by fire, and the Lewisburg community was again without a suitable secondary school for boys.

In the absence of adequate high schools during the ensuing fifteen years secondary education for boys was again fraught with uncertainty and was subjected to experimenting. Following the destruction of the building H. W. Barclay and S. H. Coffman, former teachers, continued the school during the remaining part of the year. Then Barclay carried on for a year but gave up at the end of 1893-94. During the ensuing year Edward Lane maintained a private school which was continued during 1895-96 by the Rev. J. M. Sloan. At this juncture the problem seemed definitely solved, when Major J. McM. Lee, a graduate of West Virginia University and from 1887 to 1897 Superintendent of the Huntington (W. Va.) Public Schools, opened Lee Military Academy which was active under his superintendency until 1899.

As a consequence of Major Lee's withdrawal, secondary education for boys again entered a period of uncertainty. His school was taken over by Professor G. K. Houston of the department of engineering of

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Washington and Lee University, who abolished military training and kept the school active until 1902 as Greenbrier Academy. At that time the Greenbrier Presbytery, acting under the leadership of the Rev. M. L. Lacy, was looking for a suitable site for a church-controlled academy for boys. Seizing a long cherished opportunity, interested residents of Lewisburg and vicinity bought the academy property from Professor Houston and in September, 1902, opened Greenbrier Presbyterial School with the Rev. Lacy as principal and Professor J. L. Daniels of Hampden-Sydney College, as the assistant. Under direction of the Rev. Lacy the school remained active until 1906, when he resigned because of his extreme age.⁶

Since 1906 secondary education for boys in and about Lewisburg has been directed largely by Colonel H. B. Moore. In that year he succeeded the Rev. Lacy as principal of the Presbyterial School and after a brief period of experimenting, started it upon a prosperous course. Among other things he engaged competent teachers and in 1908 reintroduced military training. In 1920 he and his brothers, Colonel J. M. Moore, since 1919 vice-president, and Lieutenant-Colonel D. T. Moore, the present business manager, purchased the school plant and organized the institution as a private enterprise. In 1920 they changed the name to Greenbrier Military School.

Under this arrangement the school grew in favor. A freshman year of arts and sciences college work was added in 1933 and a sophomore year in 1940. Upon completion of the latter, beginning in 1942, students were graduated as associates-in-arts, or associates-in-science, or associates-in-commerce. Most of the courses open to them were the usual pre-professional ones in general arts and sciences, engineering, law, medicine, and business.

A large part of this record was attributed to the personnel of the teaching faculty. In 1941-42 it consisted of fourteen men, eleven of whom held graduate degrees. Among the others were a retired U. S. Army officer with the rank of major and a former professor in the University of Grenoble, France. In addition to classroom work each instructor acted as adviser to a group of boys, and teachers were held responsible for the morning chapel services. The administration acted upon the principle that "the faculty is the heart of any school."

In 1925 all the buildings, except the "Dorm" with accommodations for about 100 boys in the junior college, were destroyed by fire but this was perhaps a blessing in disguise, for it permitted the erection of a modern plant. The Academy Building constructed shortly thereafter was a fire resisting structure which contained an auditorium with a seating capacity of 850 persons, twenty-four classrooms, reading and game room parlors, business and administration offices and new barracks housing about 250 boys. The three units of the resulting structure were con-

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nected, thus forming one building 462 by 161 feet at the deepest places. The gymnasium was an independent unit which was enlarged a few years later so as to provide floors for basketball, boxing, wrestling, military drills, a gallery, dressing rooms, and showers. Besides, there were six faculty residences, an apartment housing four families, and athletic fields. In 1948 an additional wing was added to the Academy Building to provide a new infirmary, a freezing unit, and storage and office space. In 1948 the reproduction value of the plant was about \$1,000,000.



MAIN ENTRANCE GREENBRIER MILITARY SCHOOL

Special examinations were not required for admission to the Lower School, but matriculates were limited to about 350 boarding cadets.

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Much attention was given to directed study and delinquents were given special attention. Special attention was also given to vocational guidance. The four-year college preparatory course consisted largely of prescribed courses in English, Latin, mathematics, science, and history, but substitutions were permitted for a part of the history and a part of the science. Students might begin the study of a modern or ancient foreign language in the second year, but no credit was allowed for a single year course in such subjects.

Boys who did not expect to go to college were permitted to take a general course of eighteen units or an English business course. Neither of these courses required Latin and the mathematical requirement of the latter was almost entirely applied. In his first semester each freshman in the junior college was required to take a course in "How to Study," and no person was permitted to receive a diploma who had not passed courses in Bible.

As might be expected this school emphasized things military. The primary aim was not to produce soldiers but to aid boys in forming habits of cleanliness, neatness, order, and dispatch. As a result of much experimenting Colonel Moore, the founder, was forced to the conclusion that "the best results are accomplished in connection with military discipline." As a recognition of the standards developed by him, the War Department in 1921 established a Junior R.O.T.C. unit and detailed an army officer to supervise it. Like other such units, this one was supplied with all the necessary equipment.

Greenbrier was among the government honor schools and was proud of the fact that none of its appointees, either to the War or to the Naval Academy ever failed to graduate or failed in a single subject. In World War II two or three discontinued but not for scholastic reasons. Cadets were required to take four years of military training. The Greenbrier Band of thirty-six pieces and the Rifle Corps added zest to the entire set-up. In ten pre-World War II contests the band won five firsts, three seconds, and two thirds, and the rifle team won the National Championship, Junior R.O.T.C. Rifle Matches, four times and the National Individual Championship a like number of times.

Although Greenbrier cadets were occupied from 6:30 in the morning until 10:00 at night, by arrangement they found time for athletics and social events. College teams were undefeated in football in 1934 and 1936, in baseball in 1929, and in basketball in 1945, and the College sponsored a complete intramural program, largely intercompany. Besides informal parties and gatherings which featured the social events, there were a half dozen or more formal dances each year, but a conscious effort was made to keep things social within wholesome bounds. Each cadet was required to attend church services twice on Sunday and no cadet was permitted to chew tobacco. With the permission of his par-

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ents he might smoke, provided he did so in his room. The honor system governed student conduct.

For many years the Greenbrier cadets maintained two literary societies, the Lacy and the Philomathean, successors to the Wilson, the Kenna, the John Randolph Tucker, and perhaps others, but they all ceased to function in 1933, about ten years later than elsewhere. In their stead appeared public speaking classes and debating teams. Beginning in 1908, the literary societies published a monthly newssheet, *Orange and White*, which in 1920 became the semi-monthly *Green-Briers*. Beginning in 1922 the cadets published also a yearbook called *The Trooper* which was changed in 1923 to *The Brier Patch*. For years the school newspaper was rated "First Class."

At the beginning of World War II a total of 345 cadets were enrolled. Of these, 100 were post-graduates, 69 seniors, 145 underclassmen, and 31 were grade pupils. The student body included boys from twenty-nine states and foreign countries, but most of the matriculates were from Ohio, Pennsylvania, and the two Virginias. Except a few freshmen, work in the college department was discontinued during the war, but standards were maintained in the academy which remained active with the usual enrollment. The boys were not required to participate in the various scrap drives, but resident members of the faculty gave freely of their time and energy to various civilian war efforts.

Although the records are incomplete, the "Honor Plaque" in the library lists more than 1500 names of Greenbrier men who served with the armed forces in World War II. While the war was in progress the College was headquarters for the screening tests for eligibles for the various college programs. There were 48 known alumni and student casualties, namely:

Virgil Clyde Ankrom
Joe D. Barringer
Frank H. Bartels
John R. Bartlett
Ted C. Beilstein
Thomas C. Bibb
C. S. Breckenridge
James K. Christian
Thomas E. Clifford, Jr.
James Cokalis
Herbert M. Coleman
George C. Davis
Charles Ehmka
John Richard Evans
James Robert Feeney
Lucian Owen Gastineau
Lawrence Barr Gray
Robert W. D. Guthrie
Nathan Haddad, Jr.
Wilbur Hank
Richard T. Hayes

Charles H. Henderson
Taylor Higgins
Robert C. Imhoff
Hershel A. Jarrell
Melvin Livesay
William C. Long
Roger Massey
Bill H. Mathis
Curtis M. Miller
Phil Russell Miller
Joseph M. Moore, Jr.
Jack W. Mowles
John M. McMurray
William P. Oliver, Jr.
Robert O. Peters
James T. Preston
C. W. Raese
James L. Samson
Glenn J. Shannon
David T. Shrewsbury
Carroll D. Simmons

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Francis M. Skinner
Charles D. Stansbury
Herbert J. Thomas

James A. Thompson
Emanuel E. Tomchik
Denver Williams

7. LINSLEY INSTITUTE

Entering the Depression with a current operating deficit of about \$12,000, this institution was all but defunct by the opening of the 1931-32 session. It owed about \$100,000 and had an income of about \$25,000 to meet an operating budget of about \$52,000. The enrollment had declined from more than 200 to about 150. Other developments reflected Depression conditions. Among these, the endowment funds were being used to meet current expenses; subscriptions to the endowment went unpaid and others were cancelled, some of them through involuntary bankruptcies; proposals were made for the abolition of both the college and the grade school departments; and appeals were made in vain for aid to every thinkable source, including the state and the federal governments. By drastic reductions in salaries, in some cases by 40%, by diversions of the endowment, and by urgent appeals to the alumni and to friends the Institute was however kept active on a three department basis.

By February, 1932, the need for additional adjustments was imperative. Contrary to expectations the alumni, particularly the younger ones, were not interested and even declined to attend booster meetings for fear of being urged to make contributions to the endowment and other funds. Under the circumstances Dean Holden recommended additional cuts in the budget and the elimination of the college department which since its establishment in 1925-26 had been responsible for more than half of the current annual expenditures. But the trustees decided to postpone consideration of these recommendations "in order to give the individual members an opportunity to study the situation."

Realizing that "the situation," as of February, 1932, was a crisis, officials, friends, and alumni collaborated to meet it. For that purpose a meeting attended by trustees, members of the faculty, and the Rev. Dr. J. M. Potter of Vance Memorial Church, was held on February 18 in the office of H. C. Ogden, at which time and place members of the faculty outlined a plan for keeping all the departments active. According to this plan the college department, expanded to three full years, became The Linsley Institute of Technology with the Rev. Dr. Potter as president. Except his salary of \$2,500 a year, this plan was to be inaugurated "without additional cost to the school" and at a total saving of about one half of the former annual operating cost. To effect this members of the faculty agreed to accept additional reductions in salaries and to reimburse themselves through appropriating to their personal uses the first year tuitions of students successfully solicited by them. In addition to the tuition fees thus solicited by Dean Holden, he was authorized to appro-

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priate to himself the net income for the institute operated cafeteria and bookstore.

After the methods of its chief sponsor, H. C. Ogden, the Institute was thus put on a pay-as-you-go basis, and those operating it were made responsible for its success or its failure. President Potter advised with trustees from time to time, but his main efforts were directed to the solicitation of prospective students, gifts, and monetary contributions, and to the collection of former pledges to the endowment and other funds. The situation having improved somewhat, his services were discontinued after four years, effective June 1, 1936. After a short interim Dean Holden was then made president of the two institutions.

With little change in the curriculum, with an increasing number of complaints from patrons because of the inability of graduates to meet matriculation requirements of other institutions, and with a number of resignations from the faculties the two institutions continued to function under the administrative and financial setups devised in 1932 until the death of President Holden, September 19, 1940. In the previous year the enrollment reached 181, of whom 42 were in the college.

Patrons and friends were then functioning through an active P.T.A., and the financing of athletics had been taken over by "young alumni". Because of the failing health of the president the enrollment declined somewhat, but industrial stocks owned by the trustees were paying regular dividends and the current deficits had been all but eliminated. Thus the president, who had given twenty-five years of his life to the Institute, first as teacher and athletic coach, then as dean and finally as president, was pleased to say, in what proved to be his last report, "Linsly is resting upon very solid foundations."

As indicated in this report, some of the credit for this status was due to Major B. G. Lockhart, an A. B. and M. A. graduate from West Virginia University, who, after twelve years of teaching and administrative work in the secondary schools of West Virginia and in the Bolles School, Jacksonville, Florida, had in 1939 been made principal of the "Cadet Department", composed of the high and grade schools. In this capacity he proved to be a master disciplinarian and through a number of innovations was able to revive interest in the institution. A few weeks after the death of President Holden he was accordingly made dean of the Cadet Department and put "in entire charge of the operation and supervision of the school". In January, 1941, he was made president.

Although the college was still subjected to criticism due primarily to the failure of students to re-enroll, to their general treatment, and to the lack of provisions for extra-curricular activities, under the leadership of H. C. Ogden and in conformity with his wishes, earnest efforts were made to maintain Linsly Institute as a degree granting institution. To

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that end it was, under date of January 13, 1942, given a charter which changed the name from the Lancastrian Academy to Linsly Institute and authorized the trustees "to establish courses of study and give instruction in military science and tactics, in all subjects constituting a technical, scientific, classical or academic education including the right to establish and conduct primary, secondary, and collegiate departments and confer degrees." In keeping with this plan degrees were conferred annually from 1933 to and including 1943, and in 1942 the Institute of Technology was accredited by the state board of education of West Virginia.

World War II precipitated another crisis in Linsly affairs. The students of the College, being largely technicians, were among the first to be called into the armed services. Moreover, its chief promoter was in declining health; the housing facilities were needed to accommodate the increasing number of high school and grade students; and nearby Washington and Jefferson College had urgent need for the engineering equipment which had been accumulated. Under these conditions the college department ceased to function as of July 1, 1943. With its passing went the dreams and the hopes of a number of well meaning and patriotic residents of the Wheeling area. But for the incident of war and depression their dreams might have become realities.

By converting the plant into a boarding school for the cadet department offering instruction in the fifth, sixth, seventh, and eighth grades and for a standard high school course emphasizing military training, President Lockhart had meanwhile succeeded in putting the school on a stable and popular basis. This was accomplished in 1941 by purchasing a large residence and putting it in charge of Captain P. L. Stewart, head of the grade school faculty, with his wife as house mother and dietitian. Under this plan high school and grade school students were charged \$700 and \$600 respectively, for tuition, board, and room with reductions for five day and non-resident students. Fortunately for the plans and the purposes of the promoters an increasing number of persons desired a school of this kind, and it was accordingly a success. In the 1945-46 session the enrollment reached 250, of which number 160 were in the high school. Most of the enrollment was from Wheeling and vicinity, but some of it was from Ohio and Pennsylvania.

The work offered by Linsly Institute in military training was recognized by the United States Department of War, and the Linsly corps was under the jurisdiction of the Fifth Corps Area with headquarters at Fort Hayes, Columbus, Ohio. It was given frequent inspections and an official annual inspection which came late in May. Hence the tendency to call it the "Linsly Military Institute". In 1941 it was admitted to membership in the North Central Association of Colleges and Secondary Schools. Five of the staff of nine teachers in the high school then held

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graduate degrees; the others were A. B. graduates of first class institutions; and all the teachers were regularly certificated. The growing favor of the school was attested in 1941 by the gift of Mirriam Hall and of Weiss Hall in 1943, dormitory memorials to deceased trustees. The school had an unencumbered endowment of about \$100,000 and a plant valued at about \$500,000.

8. MASON COLLEGE OF MUSIC AND FINE ARTS

This institution, the only accredited college of music and fine arts in West Virginia, is located in Charleston. It was founded in 1906 by the late Dr. W. S. Mason who was manager and director of the owner corporation until his death, January 21, 1941. Since then it has functioned under the management of his widow, Matilda R. Mason, as president of the board of directors. It is a non-profit institution, civic in its purposes and outlook.

Because of its strong faculty and fine programs this college claims statewide support. Outstanding points in its history are therefore interesting and informing. Although founded five years earlier, it was not incorporated until 1911, when it was officially named Mason School of Music and Fine Arts, and was authorized to grant diplomas and degrees in music. In 1936 it received a new charter which changed the name to Mason College of Music and Fine Arts, and authorized it to grant certificates and diplomas in applied arts.

In 1943 this school offered four years' work leading to bachelors degrees in each of the following fields: singing, piano, violin and pipe organ. There were also courses in the theory and in composition of music and in public school music. The College was active the entire year. The art department gave special attention to public school needs. In addition to the director, the faculty was composed of sixteen members, most of whom held college degrees. J. Henry Francis, from 1931 to 1935 President of Music Educators Southern Conference, held a doctorate.

The program of Mason College was not disturbed by World War II and the number of members in the faculty was unchanged. With the return of veterans, raising the enrollment by about twenty per cent, additional secretarial help was employed. As the veterans were able to carry on with the regular college group, only minor faculty adjustments, such as night classes, were made. As in other institutions the presence of veterans was stimulating to both the student body and the teaching staff.

9. MORRIS HARVEY COLLEGE

The most important event of this period in the history of Morris Harvey College was the election of the Rev. Leonard Riggleman to the presidency. A native West Virginian whose genius for promotion and

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usefulness had grown with each succeeding opportunity, since 1924 he had been a regularly ordained minister in the Methodist Episcopal Church, South, a part-time instructor in history in Morris Harvey College during 1924-28, a rural life specialist with the extension service of West Virginia University during 1928-30, and during 1930-31 vice-president of Morris Harvey College and head of the department of religious education. He was an A. B. graduate, '22, of Morris Harvey College and held an M. A. degree from Southern Methodist University. In 1931 he succeeded David Kirby (1930-31) as president of Morris Harvey College and, through ability and perseverance, started it on a new course.

Despite the temporary success of the building movement at Barboursville under Bishop Darlington's direction, Morris Harvey was embarrassed by the Depression. Although additional gifts were available, they were inadequate to relieve the situation and to assure the future. With an indebtedness in excess of \$280,000, the bond holders deemed it necessary therefore to foreclose. Had sentiment prevailed, the trustees might have elected to purchase the plant and the site, endeared by a half century of associations and to carry on, but the College would, at the best, have been only a struggling institution with a circumscribed field of service. After careful study of the situation President Rigglesman recommended that the College be moved to Charleston. On July 12, 1935 the Western Virginia Conference of the Methodist Episcopal Church, South, approved this recommendation, and soon thereafter the College was moved to the former Capitol Annex building.

Interest in removal to Charleston had been growing for years. First proposed in 1896 by President Thomas C. Atkeson, it was favored by Morris Harvey in 1902, by others in 1915, by many others in 1924, and by an ever increasing number thereafter. In the course of this developing interest a number of plans for removal, including the Kanawha University Foundation already mentioned, were considered. The situation being ripe, the Charleston Educational Center, Inc., was organized in 1934, and in 1935 it invited the College to become a unit of a proposed church college educational center. Moreover, it agreed to provide temporary quarters, if the removal were made at once. The offer was accepted and the removal was effected under the auspices of the Charleston Educational Center. At that time the bonded indebtedness of the College was \$346,000.⁷

In its new location Morris Harvey was from the outset a prosperous institution, whose friends, including a half score or more Charleston business and professional men chairmanned by A. W. Cox, never lost sight of the possibilities. To develop them to the fullest, courses were designed for part-time students; a far-reaching extension program was set up; and beginning in 1936 the College's first summer school in

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Charleston was established. By 1940-41 the total enrollment was 2,093, of which number 461 were full-time students who, together with 791 part-time enrollees, overflowed the space allotted them in the Annex Building.

This growth was aided by M. P. Shawkey, former president of Marshall College, who in 1935 was head of the Charleston Educational Center, Inc. The growth was aided also by merging, effective September 1, 1939, Kanawha Junior College, established in 1932, with Morris Harvey under an arrangement which eliminated the former and made possible a more effective use of the available space and the teaching personnel. More effective still, in its new location the College in 1941 became independent of sectarian control and was thus in a position to make a more effective appeal to an ever increasing number of persons over a wide and rapidly growing industrial area.

This latter status was effected through the unification of the Methodist Episcopal, the Methodist Episcopal Church, South, and the Methodist Protestant churches in 1939 and a resolution of the West Virginia Conference of the Methodist Church, approved September 1, 1941, and made final on August 1, 1942, designating West Virginia Wesleyan College as the church school of the united Methodists in West Virginia. Being thus free to pursue its own course, Morris Harvey secured a new charter which vested control in a self-perpetuating board of thirty-one trustees. As most of these trustees resided in and near Charleston, the College had most of the advantages of a municipal school with few of the disadvantages of such an institution.

Although the total part-time, extension, and summer school enrollment was much larger than the full-time enrollment, the College rapidly became a standard institution. For instance, in a total part-time enrollment of 690 for 1937-38 only 366 were special and unclassified students. This trend was encouraged by interested industrial leaders, who needed the College for the training which they desired in their employees. More important still, the employees were eager to improve their status. The night classes were therefore regarded as a part of the regular program, and plans were made to continue them after the College moved to a new location.

The College program was varied to meet World War II requirements, but it adhered to the four chairman-headed divisions; humanities, natural sciences, social sciences, and professional-vocational training, which were subdivided into departments. The liberal arts course leading to the A. B. degree, emphasized the humanities and the social sciences, whereas the scientific course, leading to the B. S. degree, emphasized the natural sciences. B. S. degrees were offered in both elementary and secondary education; the Bachelor of Music degree was added in 1942; and the B. S. degree in business administration in 1946. Since shortly after the

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removal pre-professional courses were offered in law, medicine, engineering, dentistry, secretarial work, and social work. Each freshman was required also to participate in "a carefully planned orientation program."

In 1946-47 the faculty, officers, and assistants consisted of more than one hundred persons who came from forty-six leading colleges and universities in twenty-four states. Twelve of them held doctor's degrees, but the institution was not a member of the North Central Association of Colleges and Secondary Schools. It was however a member of the Central Association of Colleges. Since the removal to Charleston it had given instruction to more than 20,000 students.

The material progress in the new location was phenomenal. The indebtedness was entirely liquidated, and in 1945 the College launched a drive for \$750,000 for the first unit of a proposed plant to be located on a twenty-two acre site in the South Ruffner residential area on the south side of the Kanawha River just opposite the Capitol. Although the goal was oversubscribed almost \$100,000, high building costs and scarcity of building materials delayed construction. With the coming of the war veterans, the total enrollment in 1946-47 reached 2,638 and made action imperative. Temporarily the enrollment overflowed into public school buildings and into churches.

A temporary solution of the resulting problems was achieved when the federal government came to the rescue and erected a number of former service barracks on the new campus. These improvised structures, with accommodations for about 2,500, were occupied on September 8, 1947.



MAIN BUILDING, MORRIS HARVEY COLLEGE

Main Building, Morris Harvey College, as planned for completion in 1951 at a cost of \$1,600,000. Located on the Kanawha River facing the State Capitol and at a point where Confederate batteries stood in the Civil War.

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with appropriate dedicatory exercises. But the enrollment had meanwhile jumped to about 3,000, and the building needs were almost as urgent as ever. Under these conditions the College planned to build as soon as conditions were favorable, but a student center and an athletic field were provided.

Despite its inadequate quarters the College contributed to the war effort. Civilian Pilot Training, with a total of 200 enrollees, was its largest program, but there were 18, 10, and 11 respectively, in the Army Enlisted Reserve Corps, the Navy V-1 program, and the Navy V-7 program. The laboratory training given women employees in nearby synthetic rubber plants was helpful. The full-time enrollment tending to decline, the total was kept somewhat constant through the increased part-time enrollees. Five members of the faculty joined the armed services; more than 400 former students and graduates saw active service; and 23 Morris Harveyans paid the supreme sacrifice. They were: Jay Glenn Alms, Jack C. Arnett, Ardith Crites, Eugene Dick, Donald F. Dickson, Arthur Edwards, Francis R. Elias, Jess Escue, Lester L. Faigley, James E. Fletcher, John Fritts, Charles Given, William T. Hicks, John Humphreys, John Lee McKee, Lawrence O'Neal, J. C. Patton, Russell Peterson, Mike Sayfie, Clarence K. Scott, Willard E. Starrett, Grant P. Tully, and Beale Yoak.

Removal to Charleston only temporarily interrupted the course of student activities. A student council, composed of officers elected from the student body and representatives from the college classes, had functioned since the junior college days and was revived at once. In 1948 all student activities were under the general supervision of a student-faculty committee composed of the president of the student body, the dean of the College, the dean of men, the dean of women, and the president of the Panhellenic Council. *The Comet*, published since 1919, was revived shortly after the removal to Charleston and published regularly thereafter either monthly or semi-monthly, and *The Harveyan*, the annual since 1914, was published intermittently. Since early in the 1920's the literary societies had ceased to function. Instead, interest centered in the Blackfriars Dramatic, the Debating, the Student Forum, the Masonic, and the Newman clubs. The Christian Service club cooperated with a number of church-related organizations, including the Y. W. C. A. and the Y. M. C. A. Chi Beta Phi was an honorary science group which, beginning in 1939, included women in its membership. There was also a choir, a college band, and a string ensemble, all sponsored by the music department, and all regular students were "expected" to attend the regular convocations.

There was one national social fraternity, Kappa Sigma Kappa (February 14, 1947), and one national sorority, Sigma Iota Chi (1936). There were also two local fraternities: Zeta Kappa (scholarship — March 14, 1923) and Phi Sigma Phi (November 14, 1929), and three

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local sororities; Alpha Mu (October 14, 1925), Phi Kappa Sigma, and Phi Lambda Tau (1929). Special convocations, college concerts, the May Festival, the art exhibit, and the spring banquets climaxed events of commencement week.

Although the general situation in Charleston was not favorable to a full athletic program, football was revived by Coach Thurman L. Ward and his assistant, A. H. "Pop" Warner. The team coached by them won most of the games scheduled in 1937 and the State Conference Championship in 1938. Under the mentorship of C. B. "Cebe" Ross, for seventeen years mentor of West Virginia Wesleyan, the College won the conference championship in 1942. Most forms of intercollegiate athletics were suspended in 1943 for the duration. Football was resumed in 1946 but under the mentorship of C. E. King. Both baseball and basketball schedules had been restored meanwhile.

Like some other private institutions Morris Harvey was liberal with honorary degrees. In 1941-42, seven such degrees were conferred, five on former ministers of the Methodist Episcopal Church, South, one on a college president, and the other on a member of the faculty. Among the five recipients of this honor in 1948 were three, each of whom had seen his eighty-fifth birthday. Prior to 1949 "approximately 60" honorary degrees had been awarded. Under a recent arrangement nominations for such honors were vested in the college faculty.

10. SALEM COLLEGE

During this entire period Salem College was administered by President S. Orestes Bond. When the Depression began to lift, he renewed the building program. The "Old Gymnasium" having been destroyed by fire in 1931, it was replaced in 1933 by Van Horn Gymnasium, a "modern" structure named for Moses H. Van Horn, for fifteen years dean of the faculty. Randolph Music Hall was completed in 1935 and the Student Union building was acquired and put into use two years later.

As in the previous period, attention was given to intercollegiate athletic and physical education programs with increasing emphasis on the latter. Intramurals, first introduced in 1912, were organized by Coach Casey in 1921, but they were reorganized in 1941 by C. Samuel Kistler who that year succeeded Coach Davis as director of the physical education program. Completion of Van Horn Gymnasium kept the program alive, but the College did not have an athletic field until 1936. In 1941 John Moore succeeded Davis as football and basketball coach, and functioned as such until 1943 when football was discontinued for the duration. Robert Greer was part-time basketball coach during 1943-45, and Carl W. Mallon coached basketball and baseball in 1945. Under the coaching of Sam Gwosden football was restored in 1946. Salem College won the

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Conference Co-Championship in baseball in 1946-47 and the Championship in 1947-48.

Like other things at Salem College, athletics was featured by the ability of those in charge to do much with little. Despite the fact that the first coach received only \$190.00 per month for ten months, he developed creditable football, basketball, baseball, and tennis teams. In 1940 the coach received a salary of \$2,000. At the same time the total expenditure for athletics was only \$4,723, one-fourth of which was for physical education.⁸

President Bond was meanwhile improving the College opportunities, the curriculum, and the faculty. Among other things, the number of free scholarships was increased to 14, the endowment was raised to about \$135,000, and the library content to about 14,000 volumes, not including about 90 current publications in sciences, history, economics, education, and literature. By discontinuing a number of degrees and diplomas the College was placed on a four-year basis devoted primarily to training for the A. B. degree, but courses leading to the B. S. degree were offered. In the last pre-war year the faculty was composed of twenty-five members, four of whom held earned doctorates. Of the others nine held M. A. degrees, three of them from West Virginia University.

Beginning in 1934 "suggested courses for pre-professional" work were announced in law, medicine, dentistry, pharmacy, engineering, and agriculture. Still other courses included those leading to the A. B. degree in elementary education or to a diploma which entitled the holder to teacher certification without examination. Before receiving such diplomas students were required to teach successfully under observation and direction in either the Salem public schools or in nearby rural schools. For 1941-42 the total enrollment was 720, including 37 music, 165 extension, and 180 summer school students. The regular full-time enrollment was thus 338.

Since shortly after extension and correspondence work were first offered in West Virginia, Salem College was active in those fields. Her total enrollments reached well into the hundreds. The action of the state board of education in refusing to accept correspondence credits for teacher certification eliminated them at Salem as elsewhere, but the extension work was continued. The state board imposed regulations reduced the enrollment somewhat, but it reached 264 in 1940-41. Transportation conditions reduced it in 1942-44. In 1945 it was 294. Following World War II it tended to decline again.

Student life at Salem was somewhat distinctive. Among other things, chapel attendance was compulsory under student imposed regulations; fraternities were conspicuous by their absence; there were a number of departmental organizations; the Ki Ku Ko club promoted cultural interests; *The Dirigo*, the college annual, and *The Green and*

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White, a semi-monthly newssheet launched in the previous period, remained active; and the Student Union or "Tiger Lounge," established in 1937 by the students themselves, was a social center.

In the matter of honorary degrees Salem College aimed to recognize persons who had attained in many professions and did not make a point of conditioning them for large gifts. The first honorary award, an M. A. degree to Elsie Bond who had done graduate work in Alfred University, was made in 1891 three years before the first A. B. degree was awarded. The first strictly honorary award was in 1902, and there were no others until 1910. Thereafter they featured the annual commencement exercises to and including 1915. In the next nine years only two such awards were made. Beginning in 1925 they again featured the commencement programs. Including those for 1948, a total of 54 honorary awards were made. Among those thus honored were six alumni: The Rev. Ahva J. C. Bond; the Hon. Jennings Randolph, whose grandfather, Jesse F. Randolph, was the leading layman in establishing the College; the Rev. Hurley S. Warren; the Rev. Everett T. Harris; Rush D. Holt and Joseph Rosier, each of whom serviced in the U. S. Senate; and M. Mansfield Neeley who did his academy and a small amount of college work at Salem and later served his state in the U. S. Senate longer than any other West Virginian.

Among other West Virginians who received honorary degrees from Salem College were the Rev. A. H. Rapking, W. H. S. White, H. M. Gore, and Louis Johnson. Among still others were the Rev. P. H. Barker, Pastor of Point Breeze Presbyterian Church, Pittsburgh, Pennsylvania; the Hon. Joseph Choate, international attorney, Los Angeles, California; the Rev. T. L. Gardiner, editor of the *Sabbath Recorder*, Plainfield, New Jersey; A. E. Main, Dean of the Theological School, Alfred University; the Rev. W. L. Stidger, pastor of Phillips Brooks Copley Square, Boston, Massachusetts; the Rev. F. R. Purdy, pastor of First Baptist Church, Asbury Park, New Jersey; and the Rev. L. R. Conradi, author and missionary, Hamburg, Germany.

With a splendid record in World War I, Salem College was eager to do its part in World War II. In response to requests from the United States Office of Education it accelerated its program. Among other things, it offered 48 weeks of integrated curriculums, increased the number of survey courses, offered intensive courses in accounting and secretarial arts, placed special emphasis on mathematics, chemistry, radio, photography, and surveying, and offered a special "flight training" course. This consisted of 240 hours of class work and 35 to 50 hours of "flight instruction." At first use was made of the Harrison County airport for flight instruction. Later Salem College and Fairmont State College entered into a cooperative arrangement for training and housing

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flight cadets at Jackson's Mill. In the thirteen months this program was in operation the two schools trained 736 cadets.

In addition to participation in the usual drives, Salem College aided the war effort in other ways. As far as possible intramurals were continued, and the health and physical education programs were maintained. In the later war period eighteen members carried a normal fac-



SALEM COLLEGE, ADMINISTRATION BUILDING, LEFT
HUFFMAN HALL, RIGHT

ulty load of twenty-five members; more than 400 alumni and former students saw active service; 114 Salem trained students were commissioned officers ranging from Colonel and Commander down. Colonel O. Guy Layman and Lieutenant Colonel Joseph C. Chedister of the Army and Lieutenant Commander Charles W. Harbert of the Air Service, alumni, distinguished themselves in active service. As accurately as can be determined there were 17 alumni and student casualties, namely: James Allman, Paul F. Barton, Talmage Berkhouse, Robert Levi Bond, Wm. D. Bowers, Edwin Neil Brissey, John Allison Coen, Ralph M. Cooper, Paul Cottrill, James Findley, Jackson Harbert, Paul Madison Harold, Benj. Milton Huffman, Wetzel Kimball, Dighton Polan, Wm. Louis Sperry, and Harold Metz Talkington.

Because of the low interest rates on the endowment and a decline in the enrollment, the College drew upon its resources in the war period, but

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it was able to recoup when the veterans raised the regular enrollment to twice its pre-war size. For their accommodation the federal government provided twenty-five trailer units for families and two units of barracks for thirty-two single men. To help care for the increased enrollment the federal government also presented the College with a science building. This building contained three chemical laboratories, three physics laboratories, stock and recitation rooms, and basement space for a small industrial arts department. Including College funds of about \$20,000, the New Science Building cost about \$58,000.

The Student Activity Building, also a post-World War II gift of the federal government, was a boon to the student body. Including materials taken from the original Student Union Building, this structure cost about \$45,000. It is 99 by 39 feet and contains a stage, a snack bar, a lounge, a music room, and the necessary rooms and equipment for the proper functioning of such accommodations. The main room is equipped with tables and chairs, ping pong tables, and equipment for many other types of recreation. During World War II the Student Union Building was used as a dormitory for girls. Following the war, a large residence was purchased and conditioned for a women's dormitory. It housed about 20 girls and cost about \$16,000. Among still other college buildings were the President's Home, a dean's home, and six dwellings for teachers.

An outdoor theater occupying the site of an old stone quarry, was somewhat unique with perpendicular stone walls on three sides surmounted on two sides by large trees. The stage accommodated 1,200 musicians and there was seating capacity for 6,000 persons additional. The theater was first used to celebrate the fiftieth anniversary of the founding of Salem College and since for the annual high school Band Festival and other large gatherings.

The large attendance following the war necessitated a larger faculty and improved standards. As constituted in 1947-48 the faculty was composed of 33 full-time and five part-time members. Of this number only two held earned doctorates, but there was one honorary doctor. Seventeen of the others held M. A. degrees, seven of them from West Virginia University. Because of higher salary offers a number of the best prepared members, including Dr. Oliver S. Ikenberry, dean since 1941; Dr. Arthur B. Gould, professor of chemistry since 1926; and Dr. Walter E. Hancock, professor of modern languages since 1935, accepted positions elsewhere. The College was a member of the Association of American Colleges and of the Central Association of Colleges. Through approval of the West Virginia Committee of the North Central Association of Colleges and Secondary Schools graduates of Salem College were approved for teaching in the secondary schools of West Virginia.

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More perhaps than elsewhere student life and activities at Salem College were undisturbed by the war effort. The student publications, suspended in 1943, were revived in 1946-47. Chapel attendance, thrice weekly, remained compulsory, but the Friday exercises were turned over to the Student Federation. If any difference, there was an increased emphasis on religious life, as indicated by the introduction in 1946 of "Religious Emphasis Week" designed to focus attention on the significance of religion. There was little or no desire for Greek letter fraternities and chief interest centered in the departmental organizations.

Salem College Alumni Association, organized in 1902, was a constructive factor in the growth of the College. The Association was composed of all graduates and of students enrolled prior to 1900, who cared to join. It held three meetings annually and sponsored a quarterly bulletin of college news and alumni activities. In 1930 members of the Association who had graduated with honors formed the Laudati Society which initiated annually honor students of the graduating class. This Society made annual token awards in recognition of leadership to the outstanding member of the freshman, the sophomore, and the junior classes.

Among Salem alumni who distinguished themselves in other fields were Dr. Ahva J. C. Bond, Dean of the Theological School of Alfred University, a former member of the Federal Council of Churches of Christ in America, and twice a voting delegate in world conventions of Christians; Dr. Cleveland P. Hickman of De Pauw University, noted for his work in science; John N. Tully, an executive of E. I. duPont de Nemours and Company; and Bruce William Horton, for ten years promotion editor of the *Pittsburgh Press*.

11. STORER COLLEGE

In 1938 the high school department of this institution was abolished and it became a degree granting college. As such the first degrees were awarded in 1942 when a class of seven was graduated. Since then chief emphasis has been upon liberal arts training, but teacher training and vocational education were not neglected. Since 1940 Permalia Eastman Cook Hall, erected in that year, was used exclusively for work in home economics, and a degree in that subject was awarded. The total enrollment for 1941-42, including 20 summer school and 24 high school students, was 138 composed of eight seniors, ten juniors, 28 sophomores, 35 freshmen, and 13 unclassified.

Although Storer College has had baseball, football, and basketball teams for years, chief emphasis was upon the physical training program for the entire student body. In pursuit of this policy each male student was required to take four hours of physical education each week and each woman student two hours. Most of the students were interested

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in some form of music, and they were required to attend inspirational and informative lectures. In 1948 and for some time prior thereto Storer College was the only educational institution in West Virginia where students were required to attend Sunday School and college chapel three times each week. The Library contained about 20,000 volumes and 600 pamphlets. Destruction by fire in 1928 of the Roger Williams Library of about 10,000 volumes and 6,000 pamphlets was a calamity.

In recent years the physical plant of Storer College was enlarged, modernized, and reallocated. The De Wolfe Industrial Building, a three-story stone structure completed in 1891, was replaced in 1947 by the Science Building with laboratory facilities for chemistry, biology, and physics; since 1903 the Louis W. Anthony Building, a two-story stone structure with basement book stacks, provided by the Anthony heirs, was used as a library; Brackett Hall, a gray stone building completed in 1910, accommodated about 100 women students; whereas modernized Mosher, formerly Myrtle Hall, provided a like service for about 60 men. There were Cook Hall and the Co-op Cottage residence halls for women; Curtis Memorial Church; the President's House, otherwise known as Waterman House; and eight residences for faculty members.

After being rebuilt at Chicago for exhibition purposes in connection with the Columbian Exposition and Libby Prison, John Brown's Fort was purchased by the late Kate Field and others and rebuilt in 1895 about two miles from its original site. "The Fort" being inaccessible there, in 1909 it was rebuilt on the Storer College campus where it is now used as a museum. Including it and the unsold portion of Bolivar Heights farm, the reproduction value of the plant in 1948 was about \$500,000.



JOHN BROWN'S FORT

Rebuilt on Storer College Campus
in 1909 for use as a museum.

During almost half a century the growth and progress of Storer College was largely the work of Dr. H. T. McDonald, principal from 1899 to 1921 and president to July 1, 1944, when he became president emeritus. At that time he was the oldest college president in point of service in West Virginia. Effective July 1, 1944, he was succeeded by Dr. R. I. McKinney, the first Negro president. Among those who aided President McDonald in developing the institution to college status were Mrs. Louise W. Brackett, Mrs. Laura Brackett Lightner, Eva V. Smith, H. H. Winters, Wm. A. Saunders, Pearl Elsie Tatten, Mrs. Margaret

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Jean Maxson, and President McDonald's wife, Mrs. Elizabeth M. McDonald, dean of women and teacher of German and French.

Like other colleges, Storer is best known through its alumni products. Outstanding among them in 1947 were R. P. Sims, former president of Bluefield State College; Mrs. Fannie Cobb Carter, former Head of the West Virginia Industrial Home for Colored Girls at Huntington; Dr. C. W. Florence of Virginia State College at Ettricks; Dr. S. H. Thompson of Kansas City, Missouri; the Rev. R. L. Rollins, Florida Avenue Baptist Church, Washington, D. C.; Professor M. S. Briscoe of Howard University College of Medicine; C. W. Warfield, Esq. of Columbus, Ohio; Mary Parker Johnson, Technician, Department of Health, Boston, Massachusetts; and H. V. Leesten, Agricultural Expert for Dutch Guiana.

World War II checked the enrollment which declined from 177 for 1940-41 to 65 in 1943-44. Beginning in 1944-45 it increased gradually, reaching an over-all total of 238 in 1946-47. To arrest the decline as well as to meet a demand, a department of business was established in the War period. The total full-time enrollment for 1947-48 was 260, including 59 veterans (56 men and 3 women) of World War II. Only 71 West Virginians were enrolled, or two less than from Virginia. Six of the enrollees were from Nigeria, West Africa, and one from Sierra Leone, West Africa. With twelve strategically located clubs the Alumni Association tended to sustain the enrollment.

Including the president, the teaching staff of Storer College for 1947-48 consisted of twenty-one members, three of whom held earned doctorates, one of them from the University of Vienna. All but three of the others held master's degrees. In addition to the regular teaching staff there were seven critic teachers, each of whom held bachelor's degrees.

12. WEST VIRGINIA WESLEYAN COLLEGE

Tired of "the necessity of continually raising money" and of thus being unable to engage in the real affairs of the College, President Wark resigned in 1931 and returned to his first love, preaching and pastoral work. In the choice of his successor the trustees departed from their custom of choosing presidents who were not members of the West Virginia Annual Conference of the Methodist Episcopal Church or residents of West Virginia. Only one native son had been chosen before. At the time of his election, he was however a member of another conference and not a resident of the state.

The new President, Dr. Roy McCuskey, entered upon his duties in September, 1931. Despite the necessity of reducing faculty salaries in 1931 and again in 1933, he served longer than any other president. The salary reductions were due to the declining and the uncertain income from college owned securities and from tuitions, as affected by the De-

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pression. Moreover, having failed to comply with the requirements of the North Central Association of Colleges and Secondary Schools governing athletes, in 1932 the College lost its accrediting status.

This loss affected the standing of graduates who wished to do advanced work elsewhere and thus placed the College in an unenviable position. So long as the Depression lingered little could be done to better the situation, except in the field of intercollegiate athletics. Toward the end of his administration President McCuskey launched a campaign for \$1,000,000 to be used to rehabilitate the College and to expand its material assets. The appraised value of the endowment had meanwhile decreased from \$697,000 in 1929 to \$532,000 in 1938.

Disciplinary and social trends of the period were reflected in an order, effective September, 1935, abandoning compulsory chapel five times a week and requiring it only three times. More significant still perhaps, beginning then girls and boys were permitted to sit together in chapel. Prior thereto the boys had been seated on one side of the chapel hall and the girls on the other after the manner of primitive country schools and churches.

President McCuskey resigned in 1941 and was succeeded by former President Wallace B. Fleming, but as acting president. He served as such until in 1942, when the Rev. Joseph Warren Broyles, Ph. D., President of Snead Junior College in Boaz, Alabama, was elected president. President Broyles died of a heart attack on September 29, 1945, and Dean A. A. Schoolcraft was acting president to September 1, 1946, when the Reverend William John Scarbrough, Ph. D., Dean of Morningside College, Sioux City, Iowa, became president.

The outstanding event in the history of the College in this period was that of 1941 designating it to be the one and the only Methodist controlled institution of higher learning in West Virginia. Because of the fact that West Virginia was the child of a civil strife which all but destroyed the Union and in which the Methodists had a prominent part, the merging of all the institutions of higher learning controlled by them in such a strategic area as West Virginia was indeed significant. Its significance is the more evident when it is recalled that the disruption of the Methodist Episcopal Church in 1846 was then generally regarded as a forecast of the dismemberment or the attempted dismemberment of the Union.⁹

Under the new arrangement West Virginia Wesleyan College was placed under control of the West Virginia Conference of "The Methodist Church," which embraced seven conferences and parts of conferences of the former Methodist Episcopal, Methodist Episcopal, South, and Methodist Protestant churches, and all of the members of each who affiliated with the newly organized church. As thus determined the annual conference functioned with respect to the College through a board of trustees

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of forty members equally divided between laymen and ministers of the Methodist church. To effect the transition all the former trustees resigned in a body, and new ones were elected in 1942 by the Annual Conference meeting in Clarksburg.

As planned by the Conference committee on reorganization only a bare majority (twenty-two) of the members of the old board were elected to the new one. As intended, the other places were filled by laymen and preachers of the former Methodist Episcopal Church, South, and of the Methodist Protestant Church in proportions corresponding approximately to their former memberships. As in the old board, the president of the College and the resident bishop of the Pittsburgh area, when not members of the board of trustees, were ex-officio members of the new board, and one-fourth of the members of the new one were elected annually. Reelections were permitted.



ACADEMIC PROCESSION. WEST VIRGINIA WESLEYAN COLLEGE

As indicated in the 1948-49 catalogue, the primary purpose of West Virginia Wesleyan was "to be a Christian college of liberal arts in the sense that its total program is motivated by Christian ideals and principles". It was thus still "a fountain of piety", but the policy with respect to the so-called vices was to control and restrain rather than to forbid

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them. In other words, the College had become less puritanical but not less righteous. Among evidences of this, Religious Emphasis Week was observed; attendance at weekly chapel services was required and readily given; the Community Council Committee on Religious Activities conducted services weekly; the Ministerial Association was a live organization; from time to time students volunteered for missionary work in foreign fields; and, as in 1948, the Annual Homecoming was featured by the presence of the resident bishop.

In addition to buildings previously mentioned, in 1948 the plant included College Avenue House, formerly the President's House, a dormitory for women; Florida Street House, also a women's dormitory; the Home Economics Cottage, a gift of Edna Jenkins of Petroleum, West Virginia; two housing units, one for 76 unmarried men and another of 32 apartments for married veterans; and a student center. The housing units, christened by the students as "Glamour Manor", and the student center were erected by the Federal Public Housing Authority. Four new buildings: Pfeiffer Memorial Library, a gift of the late Mrs. Annie Merner Pfeiffer; a hall of music and fine arts, a gift of the late Mrs. Lawson L. Loar; a chapel, a gift of the late Mrs. Calvin A. West of Orlando, Florida; and a men's dormitory were in the planning stage and awaiting more favorable conditions to begin construction. The library contained 31,000 volumes and subscribed to about 200 selected periodicals. Including a detached river site, the campus contained about 55 acres, and the plant was valued at about \$600,000. The College had an endowment of about \$200,000 and investments aggregating \$205,000 which, not including recent gifts, made total assets in excess of \$1,000,000.

In addition to aiding civilian drives of various kinds, Wesleyan maintained three war-aid programs in World War II. In connection with St. Marys Hospital, Clarksburg, it offered special twelve week's programs for cadet nurses during the summers of 1944 and 1945, in which a total of 78 qualified. From March 1, 1943, to June 1, 1944, it gave basic training for the 49th Air Crew Training Detachment which was participated in by 778 student trainees. In cooperation with Wright Field, Dayton, Ohio, it trained about 300 girls and physically handicapped men, who were used as civilian employees at the Field. There were 26 alumni casualties, namely: James Franklin Bolyard; James Henry Bond; John Kirby Boyles; Richard Lynn Byrne; Joseph Merrells Cox; MacKenzie Wm. Craig; Hurley Arnold Curtis; John F. Elkins; John Walter Finch; Howard Vincent Gebing; Robert Morgan Gregg; Boggs C. Hall; John L. Hinchey; Orville Olin Hughes; Carl Robert Reger; Francis Clay Robinson; Paul Jones Rogerson; James Richard Snyder; Peter Sotirakis; Lawrence Ervin Sutton; Vat Eugene Tenny; Ralph Emerson Travis; Loran Alex. Umpleby; Robert Henry Waggy; Clifford Ware Watkins; and William Donald Watts.

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Wesleyan awarded honorary degrees every year since and including 1912, except five. With ministers coming first, West Virginia teachers and education administrators were favorites. In 1948 a total of 93 awards had been made. Prior to 1942 all nominations and elections were by the trustees. Beginning in that year, the nominations were initiated by the administrative committee of the faculty composed of the president, the deans, and the chairmen of the divisions. Nominations thus made were referred to a joint committee of the faculty and the board of trustees, but final action was vested in the latter.

The faculty consisted of 30 members, including instructors, of whom seven held earned doctorates. Three held honorary doctorates conferred by the college itself. Including these, fourteen held earned master's degrees. In 1947-48 the faculty personnel numbered 34 made up of 15 professors, 11 associate professors, four assistant professors, and four instructors. In addition to the president and the dean, the administrative staff included 22 persons, mostly housemothers, secretaries, and stenographers. All of the professors, including the president, held earned graduate degrees, eleven of them earned doctorates, and all the associate professors, except one, held M. A. degrees. One held a doctorate in music from the University of Vienna.

Among outstanding members of the faculty were: Dr. L. H. Chrisman, acting dean during 1925-26 and since 1919 professor of English literature; Dr. Nicholas Hyma, professor of chemistry since 1919; Professor O. E. Karickhoff, from 1919 to January 17, 1946, professor of economics and sociology; Dr. R. C. Brown, since 1922 professor of biblical literature and philosophy; Dr. Jacob Bos, from 1923 to 1948 professor of German and Latin; Dr. J. E. Judson, since 1929 professor of biology; Mrs. Rachel C. Ogden, from 1929 to 1946 professor of modern languages and from 1926 to 1931 dean of women; Dr. G. L. Glauner, since 1923 professor of history; Mrs. Ora Douglas Curry, librarian from 1927 to 1947.

As most of the time of the presidents was given to finances, the deans, both women and men, made contributions. During the tenure of F. B. Trotter as vice-president (1894-1907), he performed the usual duties of a dean. When he resigned Dr. W. A. Haggerty was made dean of the College. He resigned in 1909 and was succeeded by T. W. Haught who was acting dean to 1910 and dean to 1929, except during 1925-26 when he was acting president and Professor L. H. Chrisman was acting dean. Dean Haught resigned in 1929 and was succeeded by Dr. O. D. Lambert who served to February, 1944, when he was succeeded by Dr. A. A. Schoolcraft, Professor of Education since 1932 and Acting President from October 1, 1945, to September 1, 1946. At the same time Dr. J. L. Hupp, Professor of Education and Psychology, was made dean of students.

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Mrs. C. Edmund Neil having retired in 1946 to emeritus status, Stella Ward was made dean of women and resident head of Agnes Howard Hall. Mrs. Neil's predecessors were: May Esther Carter (1895-1901); M. Pearl Cline (1901); Helen G. Wetmore (1901-03); Iowa M. Dorr (1903-05); Emma McKean (1905-06); Grace M. Wyman (1906-16); Mary E. Shipman (1916-19); Edna M. Smith (1919-22); Lillian Mahoney (1922-24); Florence W. Stemple (1924-26); Rachel C. Ogden (1926-31); and Marie Brethorest (1931-32). Prior to 1906 the title was "Preceptress".

Wesleyan trustees were the College mainstay. Among the more than 160 persons who served in that capacity were some of the most prominent in the state. Among them were G. W. Atkinson (1897-1925), from 1897 to 1901 its governor; Hon. S. V. Woods (1906-37), son of Judge Samuel Woods, was president of the board from 1887 to 1897; Judge C. W. Lynch (1909-29), president from 1913 to 1926 and emeritus president from 1926 to 1932; Hon. W. B. Mathews (1911-37), for many years chief clerk of the state supreme court of appeals; Judge H. C. McWhorter (1885-1913), president of the board from 1897 to 1913; Hon. H. W. Harmer (1906-36), emeritus since 1936; J. A. Barnes (1886-1931), emeritus, 1931-34. Among others who served during long periods were Captain A. M. Poundstone (1885-1916), J. C. Bardall (1887-1915), J. S. Withers (1890-1924), Dr. R. A. Reger (1893-1928), Rev. A. Moore (1900-1938), Rev. G. D. Smith (1904-1929), U. G. Young (1908-1937), Judge H. Roy Waugh (1910-1942), Rev. J. W. Engle (1914-1936), emeritus 1936-1948, and John Raine (1916-34), emeritus 1934-40 and president of the board through 1928-33. Clyde O. Law, a trustee since 1919, has been president of the board since 1933.

Including the Alumni Association of the West Virginia Conference Seminary organized on June 15, 1898, with Orie McConkey as president and Jessie Trotter as secretary, the West Virginia Wesleyan College Alumni Association is older than the College. The name was changed to the latter in 1908. The membership consisted of all persons who had enrolled in the Wesleyan Seminary, Academy, and West Virginia Wesleyan College who had terminated their attendance and who cared to join. The older organization grew out of the "Commencement Love Feast", held annually on baccalaureate Sunday for ten years or more following 1891, and the "Alumni Reunion", held annually through 1894-98. Thereafter alumni meetings featured commencement exercises through 1912 with the following presidents: Wm. Blair, 1899-1900; A. L. Post, 1900-1901; T. W. Haught, 1901-1904; J. W. Mahood, 1904-1905; Jessie Trotter 1905-1906; Roy Reger, 1906-1907; H. Roy Waugh, 1907-1909; J. E. Bird, 1909-1911; Mrs. Eleanor Williams, 1911-1912; and Thomas Curry, 1912. There were no meetings of record in 1913

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and in 1914, and the Association functioned in 1915 under the presidency of Bertie Backus. There were no meetings of record in 1916 and in 1917.

The West Virginia Wesleyan College Alumni Association was revived in 1918 under the presidency of Richard Aspinall who was succeeded in 1919 by Clyde O. Law who served to 1921. His successors were Roy McCuskey, 1921-1923; Herbert L. Smith, 1923-24; Denver C. Pickens, 1924-26; Ross Bonar, 1926-34; W. S. Patterson, 1934-38; Fred B. Haught, 1938-39; Wm. D. Foster, 1939-41; T. M. Zumbunnen, 1941-45; A. E. Beckett, 1945-47; Junius B. Queen, 1947—. Beginning in 1918, the Annual Alumni meetings were featured by reminiscing programs followed by a banquet, and much attention was given to athletic programs and to college finances. A proposal, made in 1925 by "certain members of the Board of Trustees of West Virginia Wesleyan College, who denominated themselves the 'Charleston Trustees', and representatives of the Morris Harvey College at Barboursville, West Virginia, . . . looking to the merging of the two colleges into a university and moving each to Charleston, West Virginia," encountered effective opposition from the Wesleyan alumni. During the Depression, they were a source of strength in tiding the College over to better days.

During 1923-26 Carl V. Miller was part-time alumni secretary. The Depression necessitated curtailments, but John Hanifan, in the capacity of vice-president of the College, performed the duties of alumni secretary through 1934-1936. A. E. Beckett was the faculty alumni secretary during 1936-1938 and Floyd Shaver during 1940-1944. Horbert Beeghley was field representative from 1944 to 1946 and, beginning July 1, 1946, Wm. D. Foster was alumni secretary and director of public relations. College bulletins had meanwhile given much space to alumni activities. An alumni fund was authorized in 1947, and a new *Alumni Record*, the first in more than twenty-five years, was published that year.

The "College Club" had its origin in the interest aroused by the completion of "Ladies' Hall" in 1895 and in a common desire to make it attractive and comfortable. For these purposes women banded together to provide sheets, pillow cases, dresser scarfs, etc. The group took formal organization and later expanded its program to including the raising of funds for various purposes including the replacement of pieces of furniture and the purchase of silverware, china, rugs, linens, etc. During a period of ten years the club raised \$10,000 for its uses. It had a continuous existence from the time of its organization to the present.

The character of the College was reflected in the enrollments. The initial enrollment of 201, of which only 34 were collegiate, rose to 488, including the first summer school students, in 1901. In the transition from seminary to academy and finally to college and in war and depression periods the enrollment fluctuated somewhat. In the last pre-World War

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II year it totaled 401 composed of 78 seniors, 84 juniors, 116 sophomores, and 123 freshmen. Of the 71 non-residents 35 were from Pennsylvania, 10 from New York, nine from New Jersey, four from Virginia, three each from Maryland, Massachusetts, and Ohio, two from the District of Columbia, and one each from Connecticut and Puerto Rico.

Largely because of the influx of war veterans the enrollment was 723 on September 30, 1946, 760 on the same date in 1947, and 785 in 1948. The respective numbers of veterans were 418, 389, and 352, nine of those enrolled in 1948 being women. Fifteen states and two foreign countries, China (one) and Brazil (one), were represented in the 1947-48 total which was distributed otherwise as follows: West Virginia, 569; Pennsylvania, 108; New York, 26; New Jersey, 23; Maryland, 22; Connecticut, 11; Ohio, eight; Indiana, four; Massachusetts, three; New Hampshire, Virginia, and Vermont, two each; and Alabama, California, and Florida, one each. Although 46 West Virginia counties were represented, the state attendance was largely regional, 320 of the enrollees being from Upshur and two neighboring counties. Sixty-four per cent of the enrollees were Methodists.

Student life on the Wesleyan campus was somewhat unusual. Until about 1915 the Chrestomathean and the Excelsior literary societies, organized in 1890-91, were the centers of extra-curricular activities that became so keen that the faculty abolished the annual literary contest. While these societies were being relegated to pleasant memories during the ensuing ten years, student interests shifted to regular courses in public speaking and in dramatics and to athletics and social organizations, including Greek letter fraternities. As a result debate and oratory, along with athletics, tended to become intercollegiate rather than intramural and leadership in the social life was taken over by Greek letter organizations. In 1948 there were three Greek letter fraternities: Kappa Alpha and Alpha Sigma Pi, nationals, and Sigma Eta Delta, local; and three sororities: Alpha Xi Delta, Alpha Delta Pi, and Alpha Gamma Delta, all nationals. But student life remained somewhat puritanical after the traditional Methodist pattern.

More perhaps than anything else, the student personnel and the relaxed discipline of the World War II period tended to alter this picture. Among other things, smoking on the campus, first permitted in March, 1943, with the arrival of the air crew, became general, and dancing, first permitted at student functions in 1926 and on the campus in 1942, came under the sponsorship of the College thereafter. Prior to the war there had been two weekly chapel periods with compulsory attendance, but it was then reduced to one. Both of the regular student publications were suspended in the War but resumed after it ended.

The names of student publications reflected stages in the growth to college status. First came *The Seminary Herald*, a monthly issued

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through 1892-1894. It was followed in 1899 by *The Seminary Collegiate*, a monthly, the name of which was changed in 1904 to *Pharos*. As such it appeared regularly thereafter, first as a monthly, then as a weekly and later as a bi-weekly. It sponsored many things for the betterment of the student morale, among them being the college song, entitled, "West Virginia Wesleyan". The words of this song were by Geo. N. Steyer, '09, and set to the music of "Maryland, My Maryland." In 1920 the college song was changed to "Alma Mater of the Mountains" written by the President, Dr. Wallace B. Fleming. *Murmurmontis*, the college annual, appeared in 1903 and, except in war and depression times, regularly thereafter.

Prior to 1912 athletics at Wesleyan were left largely to the students who controlled them through an athletic association organized on September 11, 1902, with members of the faculty participating. For some time thereafter athletics were largely intramural, and most of the basketball teams were composed of girls. In 1905 the College faculty adopted eligibility rules governing all athletic sports.

With Henry M. White, a University Alumnus, '99, doing the coaching and with an eleven drawn from a railway surveying corps as the opponents Seminary boys engaged in a football contest in 1899. In the only game played in 1900 they lost to the University by a score of 16 to 0 and in 1901 by a score of 24 to 2 in one of the two games played that year. With Emwood Peck and Edward B. Kenna coaching they played five games in 1902, and won all but one which was lost to the University team by a score of 78 to 0. The records are incomplete for 1903-11, but they indicate that H. Roy Waugh was the football coach in 1905, W. D. Harris in 1906-07, Kerr Price in 1909, and Howard Edwards in 1910-11 and a total of 19 victories to 19 defeats. To and including 1911 Wesleyan was defeated eight times by the University by scores totaling 360 to 6.

Outclassed in football, basketball gained in favor with the students and the faculty as an intramural sport. Largely because of the enthusiasm of H. A. Stansbury, who enrolled in "West Virginia Wesleyan University" in 1904 as a seventh grader, basketball came into increasing favor there. Interest lagged somewhat during 1910-11 while Stansbury was temporarily engaged in the lumber business in Raleigh County. With his return to Wesleyan in 1911 to pursue a college course interest grew apace, and in 1912, in what proved to be a red letter year, the trustees authorized the construction of a gymnasium adopted to the requirements of basketball. As a consequence, Wesleyan became the basketball mecca for the entire state until the completion in 1929 of the Field House at the University. In 1939 the annual high school basketball tournament was moved to the University, but the state colleges continued to hold their annual basketball tournaments at Wesleyan.

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The year 1912 was important in Wesleyan athletic history from still another standpoint, for that year the College first employed a director of athletics and became responsible for his salary. Under this arrangement John L. Felton, Dickinson College, became a member of the College faculty. With the assistance of Mont M. McIntire, he coached a football team which defeated the University team in 1912 by a score of 19 to 14 and in 1913 by a score of 21 to 0. Director Felton resigned in 1914 and was succeeded by John Garlow, Carlisle, who with the aid of Frank Mont Pleasant, a player-coach from Carlisle, developed a team which defeated the University team in 1914 by a score of 14 to 9. Following his graduation in June, 1915, H. A. Stansbury was made director of intercollegiate athletics, but the team coached by him, Garlow, and Mont Pleasant was defeated by the University team by a score of 30 to 0.

With the introduction of Alfred Earle, the later famous "Greasy", Neale into the picture in the capacity of director of physical education and his friend John S. Kellison as football coach all hoped for better results in 1916, but the Wesleyan team was defeated by the University that year by a score of 54 to 7. Stansbury having resigned the directorship at Wesleyan at the end of the 1916 football season to become "Director of Publicity" at the University, effective January 1, 1917, Director Neale and Coach Kellison determined to show Director Stansbury and the University fans "a thing or two". As a result the University team was defeated that year by a score of 20 to 0. As the methods used were not in keeping with the rules of the game, "higher ups" intervened and athletic relations between Wesleyan and the University were suspended. Because of the exigencies of World War I, there was no football team at Wesleyan in 1918.

With a view to reforming intercollegiate athletics R. Worth Shumaker was, in March, 1919, made director at Wesleyan. With the assistance of President Fleming, Director Shumaker, in 1920, took the control of intercollegiate athletics from the coaches and vested it in an athletic council composed of two faculty, two alumni, and two student members and the director of athletics. A football team coached by Donald "Don" Drum had meanwhile won three of the seven contests scheduled in 1919 and scored a total of 206 points to 103 for its rivals. Coach Drum resigned at the end of one year and was succeeded in 1920 by Robert A. Higgins, an All-American end at Penn State, but Coach Higgins could not withstand the Wesleyan student yen to beat the University at any price. For that purpose he imported "ringers" who were played under aliases, as a result of which he lost both the game (14-0) and his job.

The years immediately following 1920 were transitional in Wesleyan intercollegiate athletics. With the resignation of Director Shumaker, effective June 1, 1921, Professor Felton returned to direct

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temporarily the physical education program, and A. J. Krushank, Carlisle, was the football coach. President Fleming having resigned in 1922, Coach Higgins was reemployed that year and coached through 1924, when he was succeeded by C. B. "Cebe" Ross. In the absence of a regular director Arthur V. "Abe" Upton, a student, directed the basketball tournament through 1922-23. In the latter year Carl Miller became director of athletics and functioned in that capacity and during a part of the time as a part-time alumni secretary through 1926 when Kelcel Ross took over and functioned through 1930-31. In 1931 his brother, Coach Ross, became the Director as well as the Coach.

Coach Ross was the all round coach at Wesleyan during this entire period, except in 1942 when he coached at Morris Harvey College and during 1943-45 when he was in the armed service of his country. During this period more or less regular contests were maintained between the "Bobcats" (Wesleyan) and Bethany, Davis and Elkins, Glenville State, Marietta (Ohio), Marshall, and Salem college teams. In 1931 the Bobcats held the Navy to a scoreless tie, and in 1933 and again in 1934 they defeated New York University. During the period they won 88 contests and lost 89. They won the West Virginia Conference football Championship in 1925, 1930, 1934, and 1935 and the West Virginia Intercollegiate Tournament Championship in basketball in 1940 and 1946. Incidentally, a number of all-time stars were developed, among them being Clifford "Cliff" Battles and David "Dave" Reemsnyder, the line coach at Wesleyan since 1935.

The general attitude towards intercollegiate athletics at Wesleyan was best reflected however in its relations with the University. Following the reforms effected at the former, athletic relations between the two were resumed in 1920 and featured annually thereafter by football contests extending to and through 1941. Without exception the University won the contests by scores which indicated that Wesleyan was effectively outclassed. Beginning in 1922 she did better in basketball but the balance there was also against her. Consequently Coach Ross recommended that Wesleyan play only institutions in her class. Beginning in 1942 this policy was adhered to; increased attention was given intramurals; and no contests with the University were scheduled in football after 1941 and in basketball after 1942. However, their baseball teams met in 1948.

Incidentally the University, as noted elsewhere, and Wesleyan had been censured severely because of their athletic practices, when they applied for accreditation in the North Central Association of Colleges and Secondary Schools. By an arrangement made in 1927 Wesleyan agreed to make loans to student athletes on the same basis and in the same proportion that they were made to other students and was consequently admitted to the desired membership. But the promise was not

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strictly adhered to and in 1932 she lost her accreditation status. It was recovered in 1942 when Wesleyan decided to schedule only games with schools in her class and to place increased attention on intramurals.

THE STATE COLLEGES

1. MARSHALL

Beginning in 1924 this institution was a coordination of two colleges and strictly speaking not a college. Moreover, each of the component parts was the product of a board action and not of a legislative act. Each was however an accomplished fact. Therefore, neither the legislative acts of 1931 changing the names of five state normals and one colored institute to state teachers colleges, nor that of 1943 changing the names of the six state teachers colleges to colleges and state colleges applied to Marshall.

At the beginning of this period there was however no clearly marked difference between Marshall's two colleges. There was only one faculty and students were assigned on an arbitrary basis without reference to colleges. The Survey of Education (1928) took cognizance of this situation and indicated that the time had come to clarify it by organizing the two colleges and designating departments and department heads for each. Dean Shouse of the College of Education suggested informally that the institution be called "The Marshall Colleges".

This recommendation did not imply that the administration had been negligent. Instead, it had been aggressive beyond the letter of the law. But it had not escaped difficulties in developing a normal school, most of whose offerings were in the secondary field, into a college. In June, 1923, when it was first authorized to confer liberal arts degrees, the faculty contained only two persons who held earned doctorates, but the number increased to sixteen in 1930, when attainment of a master's degree was a minimum requirement for faculty membership. Several older members did not have master's degrees, but they were regarded as having the equivalent in experience.

In the year ending June 30, 1930, 138 A. B. degrees and 116 standard normal diplomas were awarded. Since 1928 Marshall College had been a member of the North Central Association of Colleges and Secondary Schools and of the American Association of Teachers Colleges since 1922. By the Centennial Year (1937) the regular faculty had grown to 90 members, of which number 22 held earned doctorates and 51 held master's degrees; there were 1,486 full-time students; and including the 1937 summer school, 209 persons were graduated with A. B. degrees in 1937-38, of which number 96 were from the Arts and Sciences College.

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Never losing sight of its aim to be "a first class college in its broad sense," the attainments of the institution were such that the state board in August, 1938, authorized the College of Arts and Sciences to award both the A. B. and the B. S. degrees. In 1940 the B. E. S. degree in general engineering was added. An arrangement with the University under which it offered graduate courses on the Marshall campus having been discontinued, in October, 1938, Marshall was authorized to award master's degrees in six fields: education, chemistry, history, psychology, political science, and sociology, which were later expanded to include also English, biological sciences, and geography and geology.

Authorization of graduate work in Marshall College was criticised in some quarters as an encroachment upon the University and as another step toward making Marshall a university, but the standards maintained there were generally high, as was also the quality of the work done in the pre-professional courses: engineering, medicine, and law. Beginning in 1938 the College functioned through three divisions: The Teachers College; the Arts and Sciences College; and the graduate division under direction of a graduate council which served as a coordinating link. In 1948 this division was raised to school status with its own dean in the person of A. E. Harris.

The Centennial Year was an appropriate time for inventories. Prior to 1915 the activities of the entire institution were carried on in "Old Main," a compilation of buildings used for administrative, lecture, and dormitory purposes. Other buildings added, beginning in that year, included Northcott Science hall; the Physical Education building (1919); James E. Morrow Library (1930); and the Shawkey Student Union (1933). There were also the Music Hall, a reconditioned store building; the Champ Clark cottage, a two-story frame structure used as a dormitory for girls; a frame junior high school training building; a remodeled residence on Fifth Avenue used by the department of journalism; Everett hall, a boys' dormitory; and the President's House.

Of the new buildings Morrow Library was the most important. It was a three-story structure of early American type architecture costing \$225,000, of which \$25,000 was a gift from Dwight W. Morrow, a native West Virginian born in "Old Main," the central College building, when his father, James E. Morrow was principal of the State Normal School. The library was named for him and designed to fix a type of architecture for the institution and to start the construction of a quadrangle, about which the new buildings were to be grouped. In addition to lending dignity and standing to the College, the library building made space in the Main Building for needed offices. At the time of the completion of this building it was indicated that it might all be needed sometime for regular library activities. In 1948 it was inadequate for these, and plans were being made to remodel it.

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Although they were not completed at the time, John S. Laidley hall, a dormitory for women; Thomas E. Hodges hall, a dormitory for men; and the Albert Gallatin Jenkins training school building were dedicated as a part of the Centennial program. Laidley hall was named for a founder of Marshall College, Hodges hall for a former principal, and the Training School for Albert Gallatin Jenkins, a distinguished Confederate cavalry officer born and reared at nearby Green Bottom. The dormitories and the Training School building were built with federal funds. Because of the disastrous flood in the Ohio Valley in January, 1937, the opening of the dormitories was delayed until September of that year and the opening of the Training School, otherwise known as the Laboratory School, until April, 1938. The Laboratory School functioned as a single unit from and including the kindergarten to and including the high school.



SCIENCE HALL, MARSHALL COLLEGE

As projected in 1948 for completion in 1950.

As elsewhere, the physical plant was inadequate to accommodate the enrollment. The 1941 legislature appropriated \$60,000 for repairs to "Old Main," but because of war exigencies, \$50,000 of the sum reverted to the state. Although the cost of the building needs for the next few

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years was at that time estimated to be \$1,500,000, nothing was done. By the use of federal funds a large dining hall was put into operation on June 1, 1946, but the College remained in dire need of classrooms and science buildings. In the face of an expected enrollment of 3,000, many of them veterans, the situation was desperate by 1945. The 1947 legislature came to the rescue with an appropriation of \$1,000,000 for a new science building, in 1948 in process of construction, but at an estimated cost of about \$2,000,000. This was possible through the re-allocation and the reappropriation of unexpended funds in the war period.

Although crippled by an inadequate plant, Marshall continued to expand its offerings and to improve their quality. Among other things vocational home economics, including a "practice house" and a nursery school, was added to the department of home economics; in 1939 the College undertook a training program under direction of the Civil Aeronautics Administration, which by 1942 had produced over 300 pilots; by 1942 ten training teachers had completed the courses and were teaching in state high schools; a studied effort was made to make the teacher training program conform with regional needs; the faculty participated in a self-survey; and the graduate program was expanded. As a consequence, the attendance continued to increase. Including the C.A.A., the C.P.T., extension, music and voice students, it was almost 2,000 for 1940-41. Including the 1940 summer school 301 persons were graduated that year: 213 from the Teachers College, 88 from the Arts and Sciences College, and four received M. A. degrees.

With the regular civilian program continuing, as usual, approximately half the college resources was concentrated on the schooling of prospective flying officers under a four-fold program which included military, physical, academic, and flight training. The college was in fact the home of the 47th College Training Detachment (air crew) and later of the 258th Army Air Forces Unit (College Training, Air Crew). From March, 1943, to July, 1944, the College participated in training more than 1,600 flyers for the United States Air Forces. Seventeen members of the faculty were on military leave in the war period, and not including seven students reported missing, there were 94 student and alumni casualties, namely:

Atkinson, Ralph
Bailey, Frank J.
Barringer, Joe Dixon
Bent, William
Blake, Richard L.
Blickle, Edward
Booth, John
Bowen, William S.
Brockmeyer, Charles William
Brower, John Lawrence

Byrnside, Delmar Creed
Carper, George P.
Carter, E. Norval
Carter, Forrest E.
Cavendish, James
Chapman, Charles H. Jr.
Christian, John Hamilton Jr.
Clark, Edgar Raymond
Clark, Ray
Cobb, Orville P.

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Cole, Charles W.
 Coleman, Herbert McClellan
 Copen, Clarence Etzel
 Creasy, Frank W.
 Delahunt, Frederick John
 Downey, Thomas J.
 Feymoyer, Robert Edward
 Fisher, Albert W.
 Fisher, Lewis Shirley Jr.
 Gearhart, Robert M.
 Haney, Paul F.
 Hash, Alexander James Jr.
 Hatfield, Robert Anderson
 Hazelett, Philip H.
 Hickerson, Charles
 Hinerman, Verner B.
 Hunter, Ruth Virginia Stark
 Hutchison, William Wayne
 Irby, Donald M.
 Jarrett, Milton Leon Jr.
 Johnson, George D. Jr.
 Johnson, Lucian B. Jr.
 Keesee, Eustace N.
 Keller, George Simms
 Kendrick, Paul
 Koch, Arthur Davis
 Koiner, James D.
 Lahue, Dean
 Lightner, Harry E.
 Lindbeck, John Rudolph
 Lipscomb, John P. Jr.
 Loflin, William E.
 McCauley, Carroll Lee
 McClelland, William F.

McCrea, John Elliott
 McCulloch, John R.
 Malcolm, Baylous F.
 Marsh, Glenn E.
 Miller, Ira David
 Morgan, Edwin
 Morris, George E.
 Mossman, William Weller
 Nash, Herbert G. Jr.
 Neal, Bernard Gale
 Nelson, Joe C.
 Pace, Sidney
 Perry, John Thomas
 Plunkett, Frank W.
 Queen, Billy S.
 Richards, Jack
 Robbins, William Howard
 Roberts, Charles Munson
 Rogers, William S.
 Salmons, Dorsey Lee
 Salmons, Forrest
 Shelton, Archie H.
 Siens, Jack Cromwell
 Smith, Walter F. Jr.
 Smythe, Joseph W.
 Sullivan, Raymond A.
 Sullivan, Wayne H.
 Taylor, Ralph
 Thornburg, Charles William
 Totton, David Reece
 VanHoose, William Rexford
 Watkins, Vernon
 Wilkinson, William A. Jr.
 Wright, Hasford E.

For continuing to navigate his crippled bomber for three hours after being fatally wounded over the Leuna oil plant near Leipzig, November 2, 1944, Lieutenant Robert Edward Feymoyer was posthumously awarded the Congressional Medal of Honor. His heroism saved the lives of eight fellow crewmen.

Having pre-flight trained more than 1,600 flyers for the Army Air Corps, Marshall College planned for the reconstruction. As elsewhere the greatest concern was for the returning veterans, to provide them with living quarters, and to adjust the programs to their peculiar needs. In addition to regular orientation courses, a special effort was made to accelerate Inter-American Affairs. For these purposes the College was the regional center of an educational program for West Virginia, eastern and southern Ohio, and eastern Kentucky, in charge of M. G. Burnside who was elected in 1948 to the Eighty-first Congress.

The influx of students, including veterans, necessitated changes in the administrative set-up. Among other things, the College was in 1943 given a comptroller and business manager responsible directly to the president; the duties of the college secretary were definitely defined; and

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the registrar became an important official. For a time he was also the veterans' coordinator.

Four years after it attained arts and sciences status Marshall College conferred two honorary degrees: one on Dwight W. Morrow, son of former principal James E. Morrow; and the other on Fielding H. Yost, the famous football mentor. In the Centennial year three honorary awards were made, one of them to Dr. Douglas S. Freeman, editor of the Richmond (Va.) *News Leader* and a personal friend of President Allen. Beginning in 1944 honorary awards were made on the recommendation of the graduate faculty and in 1948 on the recommendation of a faculty elective committee. Prior to and including 1948 a total of eighteen awards had been made.

Like most alumni groups in West Virginia, the Marshall Alumni Association functioned intermittently. An informal organization effected in the 1870's languished until 1895-96 when, under the impetus of a greater Marshall movement, regular officers were elected again. Under their leadership, the Association was active during several years, but in time it again fell into lassitude and remained there until 1919 when alumni became interested in the movement to make Marshall a degree granting institution. This achieved, chief interest was in the annual alumni dinners revived by President Shawkey in 1924.

In 1929 the Marshall Alumni Association was given chief responsibility for the Centennial celebration then in the planning stage. As organized by the alumni, the celebration carried through May 30-June 3 of that year and was featured by the presentation of murals for Morrow Library, by the awarding of honorary degrees, and by the dedication of three new college buildings. *One Hundred Years of Marshall College*, edited by the Centennial Committee, was a product of the resulting interest, as was also *The Marshall Review*, a faculty sponsored magazine of merit. Both the revitalized Alumni Association and *The Marshall Review* were World War II casualties.

Of the several presidents in this period, Dr. M. P. Shawkey was the most effective. More than any of the others he made Marshall a college. In so doing he did not hesitate to resort to political influences and regional interests. He was thus a marked man. He was succeeded in 1935 by James E. Allen, President of Davis and Elkins College, a Democrat and a personal friend of Governor H. Guy Kump. Although President Allen did much to develop the Arts and Sciences College and the College Library, he resigned in 1942. The Richmond (Va.) *News Leader* attributed his withdrawal to the uncertainties of West Virginia politics.

President Allen was succeeded in 1942 by Dr. John Davis Williams of the University of Kentucky, who had directed the school program in the area of the Tennessee Valley Authority under the Norris Act and

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acted in an advisory capacity to conferences in West Virginia engaged in developing a single curriculum for both elementary and secondary teachers. On August 8, 1946, Dr. Stewart H. Smith, Dean of the Teachers College, was named acting president and on July 1, 1947, president. President Smith held an earned doctorate from Syracuse University. With a successful experience in secondary education in New Jersey and in New York, he came to Marshall in 1945 as dean of the Teachers College in succession to Otis G. Wilson, retired. He was succeeded in the deanship by Dr. Roy C. Wood, Professor of Education in Marshall College since 1927.

By 1947-48 the instructional staff, not including that of the Laboratory School, had grown to about 150 members, about one-third of whom held earned doctorates, only two of which were from West Virginia University. Incidentally, only eleven of the eighty master's degrees were earned there. About two-thirds of the tenures did not antedate 1941.

The increased enrollment following World War II necessitated changes in the curriculums. For the 1946 summer session the enrollment was 1,938, and for the first and the second semesters of 1946-47 it reached 3,333 and 3,237, respectively. In the course of the year 201 persons enrolled for extension work, and the graduate enrollment was in excess of 200. Primarily for the benefit of veterans the accelerated program of the war period was continued.

Beginning in the 1920's, expansion to college status brought significant changes in the social and extramural life of the student body. Among other things, the boarding house clubs, the Jackson, the Lincoln, and the Jefferson for men, and the Martha Washington for women, gave way to fraternity and sorority houses and to the regular boarding houses and restaurants which sprang up in the college community, and college owned and operated dormitories tended to eliminate residential lodging places. Under the impact of other interests the Virginia literary society, composed largely of Huntingtonians, and the Erosophian, composed largely of "feriners," ceased to function. Members objected to compulsory literary society attendance but not to compulsory physical training.

In 1948 there were eight social fraternities: Phi Tau Alpha (1926); Kappa Alpha (1927); Alpha Sigma Phi (1946); Lambda Chi Alpha (1946); Tau Epsilon Phi (1947); Sigma Phi Epsilon (1947); Tau Kappa Epsilon (1947); and Pi Kappa Alpha (1948). There were seven sororities: Theta Rho (1922); Delta Sigma Epsilon (1922); Sigma Sigma Sigma (1922); Pi Kappa Sigma (1923); Alpha Sigma Alpha (1926); Alpha Sigma Tau (1946); and Phi Epsilon (1947). Their common affairs were regulated by the Inter-Fraternity and the Pan-Hellenic councils.

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There were also a number of honorary groups including Chi Beta Phi (scientific) and Kappa Delta Pi (education), and a number of professional and church organizations, including among the former a number of Greek letter and pre-professional groups, and among the latter the Newman Club. The honor system established in 1935 stimulated the trend to honorary organizations.

In 1926 a system of student government, in process of evolution for years, was set up and developed during the succeeding years to a degree which gave the students almost complete control of their affairs. Since 1933 the social life centered in Shawkey Union which was used for receptions and teas, and for both formal and informal dances. Each student was required to submit to a physical examination and was provided with health and hospital service, and student aid was available in part-time jobs, loans, and scholarships. Students were under the general supervision of a dean of men and a dean of women.

As elsewhere, student activities expressed themselves in publications. First it was *The Critic*, published during 1895 and 1896 by the literary societies. When they disbanded in 1897 under the impact of the coeducation movement, *The Parthenon* was established by the re-organized Erosophians and named for the Greek Parthenon. Following a period of tutelage in which Principal Corbly was the editor, the newspaper again became a student publication. From a booklet-sized two column sheet appearing irregularly in 1902, it became a four page weekly in 1920 sponsored by the classes in journalism. As such it was adjudged the best student published newssheet in the state in 1924-25.

When Wm. Page Pitt became head of the department of journalism in 1926 supervision of student publications was taken over by that department, and on November 21, 1928, *The Parthenon* became a seven column, twenty-one inch publication. Following the inclusion of "The College Digest rotogravure" in October, 1933, *The Parthenon*, with the August 8, 1934, edition, became tabloid in size. During the "Petticoat Regime" in World War II, it appeared regularly, was mailed to all "Marshall Men in Service," and noted casualties carefully and appropriately. On the fiftieth anniversary of *The Parthenon* its editors and sponsors in an appropriate anniversary edition, "pointed with pride" to the scores of journalists who had contributed to its columns. They also claimed that *The Parthenon* was the only college newspaper in America then printed by offset-lithography.

Mirabilia, the college annual, was first published in 1908 and regularly thereafter to 1918. It appeared irregularly thereafter and suspended publication in World War II. It was revived in 1947 as *The Chief Justice*. Other publications appeared from time to time, *The Hodges Haul* being somewhat unique in that it was among the first "dorm newspapers." It was established in 1947 and enlarged in 1948.

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Although a Marshall College team participated in a football contest in 1898, three in 1901, and six in 1902, most of the opponents were either scholastic or club sponsored. With the appointment in 1903 of Col. Geo. M. Ford, a University alumnus who had helped to inaugurate football there, to be the first mentor at Marshall, it put football on a more strictly intercollegiate basis and adopted green and white as the college colors. With two victories, four ties, and two defeats to his credit Coach Ford resigned at the end of his second year and was succeeded in 1905 by Alfred McCray who, the following year, developed Marshall's first undefeated football team.

In 1909 McCray was succeeded by B. B. Chambers who put Marshall on the football map. In 1911, in the first contest between a Marshall and a West Virginia University team, the score was 17 to 15 in favor of the University. Marshall was not on the University schedule in 1912 or in 1913, and it was defeated by the University team of 1914 by a score of 20 to 0. In an off year Coach Chambers' team lost to the University in 1915 by a score of 92 to 6. Beginning in 1906 and in 1909, series of somewhat regular contests were played with Morris Harvey and West Virginia Wesleyan colleges, respectively. To date, Marshall has won twenty and tied two of the twenty-five contests with Morris Harvey. Having won seven of the ten football games scheduled in 1916, Coach Chambers resigned and was succeeded in 1917 by Carl Shipley whose team won all the scheduled games but one.

Because of war football was adjourned at Marshall in 1918, but the team came back in 1919 and, under the mentorship of A. E. Reiley, had its second undefeated season. Under the guidance of Coach Herbert Cramer it lost all ten games scheduled in 1920, but there was a comeback in 1921 under the mentorship of Kemper Shelton, when the team won six and tied one of the nine scheduled contests. Having won five of the nine scheduled contests in 1922, Coach Shelton resigned at the end of that season and was succeeded in 1923 by H. R. Briggs, under whose direction the team lost all the eight scheduled contests but one. Among the defeats was one at the hands of the University in its last football contest with Marshall College. The score was 81 to 0.

Beginning in 1924 the greater Marshall College movement was reflected in its athletic program, particularly in football. As the University was then outstanding in that sport, Marshall made haste to profit from its experiences. In pursuit of this policy R. D. Meredith, a University star, was made coach at Marshall in 1924. When he resigned at the end of that season to be assistant coach at the University, he was succeeded in 1925 by C. C. "Trusty" Tallman, also a University star. Tallman remained at Marshall to and including 1928. Meanwhile Roy M. Hawley, a star basketball player and an all-round athlete, who had trained at the University under Spears, Rodgers, and Stadsvold,

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was in 1926 made director of athletics at Marshall in succession to J. E. R. Barnes. By elaborate advertising and careful planning Director Hawley, under the tutelage of President Shawkey, put Marshall on the intercollegiate athletic map. Among other things, the athletic program was expanded and on October 7, 1928, Fairfield Stadium, with Marshall College paying one-third of the cost, was dedicated. In equal proportions the other thirds were financed by the Huntington Board of Education and the Huntington Park Commission.

After winning a majority of the games scheduled in his mentorship at Marshall, the last year with eight victories to one defeat, Coach Tallman resigned at the end of the 1928 season and the following year became freshman football coach at the University. Although Marshall had succeeded meanwhile in getting a place on both the University basketball and baseball schedules, thanks to the persistence of Director Hawley, his new coach was a University of Michigan All-American fullback, John Maulbetsch, who, after winning five of the nine games scheduled in 1929, lost as many in the same number of contests in 1930. He was succeeded in 1931 by Thomas E. Dandeleit, who won six of the nine games scheduled in 1931 and again in 1932, but lost the same number of contests in 1933 and in 1934.

Meanwhile, the director of athletics had tried in vain to get a place on the University football schedule. He was not willing, however, to risk the advantages of a successful season in the usual hazards of a post-season game and in 1931 declined Director Stansbury's invitation to play such a contest in the interest of charity. Thwarted in her intra-state ambitions, Marshall, through the influence of President Shawkey, was on January 10, 1933, admitted to membership in the Buckeye Conference in what proved to be a master stroke.

Eager to make the most of this alliance and of football in general, President Allen invited "Cam" Henderson, the successful Davis and Elkins mentor, to come to Marshall College as head coach of football and basketball and as director of intercollegiate athletics. Although President Allen was allegedly opposed to the use of athletic scholarships, he regarded intercollegiate athletics as a part of the college program but admitted his inability to finance it on a student fee of \$3.50 a semester. He therefore recommended that the legislature appropriate the necessary funds to finance the athletic programs of the state-supported institutions of higher learning. But "alumni and friends of the College" under the guidance of the "crafty director of athletics" saw to it that the Marshall program did not suffer unduly.

Coach Henderson developed football teams that won a majority of the games scheduled each year, except 1935, 1942, and 1947. In Marshall's third undefeated season it won the Buckeye Conference Championship in 1937. Because of war conditions no games were scheduled

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through 1943-45. Alumni and friends of the College complained however because of the continued refusal of the University to schedule the "Thundering Herd." When Director Hawley resigned in 1935 to become director of publicity at the University and secretary of its Alumni Association, they felt that their alleged grievances would be remedied. They felt certain of this in 1938 when Hawley succeeded Stansbury as director of athletics, but he had meanwhile accepted the refusals of the latter as sound in the interests of both institutions. As a consequence Marshall did not appear on University intercollegiate schedules of any kind after 1931. The resulting bitterness and jealousy were factors in legislative appropriations for higher education and in educational programs.

Prior to 1908 basketball was a girls' game at Marshall College for a year or two. With the organization of the Athletic Association in that year, it became an irregular intercollegiate sport with coaches coming and going. In 1908 the coach was L. B. Crotty, in 1909 Thomas Robinson, and in 1910 B. B. Chambers. There was no team in 1911, and Chambers was the coach in 1912 and in 1913. Beginning in 1914 there was no team until 1921 when Herbert Cramer coached a quint that won six games in fourteen contests. There were no men's teams in 1922 or in 1923, but in the latter year the women had one of the best teams in the state. Reflecting the Greater Marshall movement and, after 1926, the enthusiasm of Roy M. Hawley, the director of athletics, basketball became a regular intercollegiate sport at Marshall. Beginning in 1924 C. W. Strickling coached teams won a majority of the scheduled contests, except in 1927, to and including 1928 when John Stuart took over and directed the coaching during that and the three ensuing years. Although Stuart coached teams were defeated decisively by University teams in 1929, in 1930, and in 1931 in the first and only contests between the schools, his teams won a majority of the other games scheduled in each of these years and in 1928 as well. He resigned at the end of the 1932 season and was succeeded by Thomas E. Dandelet, the football coach, whose teams won most of the games in that and each of the ensuing years to and including 1934.

As previously indicated, "Cam" Henderson, otherwise known as "Crafty Cam", became basketball coach at Marshall in 1935. After an unimpressive first season with six victories to ten defeats, he won by large margins all the other annual schedules to and including 1947-48. Under his direction the "Big Green" cagers won the Buckeye Conference Championship in 1937, in 1938, and in 1939; in 1938 they snapped Long Island University's winning streak of 41 straight games; in 1941-42 they were the highest scoring team in their class in the East; and in March, 1947, they won the National Association of Intercollegiate Basketball Tournament held at Kansas City. Incidentally, three Marshall players, William Hall, Andrew Tonkovich, and Gene James, were given places

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on the All-American Tournament team, and James was named captain. It was claimed that their feats made Huntington "basketball crazy." As evidence of this attention was called to the alleged fact that about 15,000 spectators, on a cold March day, greeted the players at the railroad station on their return from the tournament contest.

Because professionalism was alleged to have corrupted baseball, it was an intramural sport at Marshall in the years immediately preceding 1908. With the organization of the Athletic Association in that year, baseball also became an intercollegiate sport. The series begun with Morris Harvey in 1906 was revived and, with B. B. Chambers as coach in 1909, a Marshall team met a West Virginia Wesleyan team in the first game of a long series. His team was defeated (5-2) by a University team in 1910, but in 1911 it "burnt up the league" by winning all the games scheduled, except two with the University which were lost by 3 to 1 and 3 to 0 scores, and one with Kentucky Wesleyan College. No games were scheduled with the University in 1912 or 1913, but the rivalry was renewed in 1914 and, because the state championship was involved, attracted statewide interest. This was particularly true in 1915 and in 1916 when Marshall won. With the University winning, the contests were discontinued at the end of World War I. Under Director Hawley they were renewed in 1927 and continued on a generally even basis, except in 1929 when Marshall won each of the two contests, to 1931 when her team defeated the University team decisively (12-0 and 7-1) in the last games played with it. With Director Hawley as coach, Marshall College teams won the Buckeye Conference championship in baseball in 1933, in 1934, and in 1935.

Of other intercollegiate sports sponsored by the Marshall College Athletic Association, beginning in 1908, tennis, croquet, and golf were favorites. Track was introduced in 1910 and in 1913 Marshall participated in an intercollegiate track meet. Wrestling was introduced in 1928-29, intramurals in 1930, boxing in 1937-38, and cross country in 1947. All forms of intercollegiate athletics were controlled by the faculty athletic committee, and all participants were subjected to the eligibility rules of the West Virginia Athletic Association.

Beginning in 1930 Marshall placed increasing emphasis on its intramural programs: one for men and another for women. The former, embracing more than a score of activities in 1947-48, was directed by members of the physical education staff. The women's program of almost as many activities, was sponsored by the Women's Athletic Association. There were also corecreational programs of tennis, badminton, and volleyball. Participation in intramurals was entirely voluntary but encouraged by the faculty and the administration.

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2. WEST LIBERTY

Although the state board of education tried to hasten the transition from a secondary school to a teacher training institution, the West Liberty State Normal did not keep up with the prescribed schedule. For several years after it was to have become effective in 1924-25, the School continued to admit special students in both the regular and the summer sessions without regard to their high school records. This was particularly true of likely athletes. Meanwhile the training school established in 1921 as a part of the new program was a languishing institution officially described in 1928 as "most inadequate." The library and the laboratories were equally inadequate. As the school could not be justified in the face of such conditions, the State Survey of Education (1928) recommended that it be either abolished or moved to Wheeling.

As in the case of other state educational institutions similarly exposed by the State Survey of Education, friends of the West Liberty State Normal again came to the rescue. Refusing to concede the impossibilities of a teacher training institution there, they attributed its admitted failures to the absence of suitable buildings, to inadequate laboratories, and to other material things, and made common cause with others similarly situated to provide them. In response to the resulting pressure the 1927 legislature appropriated \$100,000 for a science and classroom building which was completed in April, 1929, and named Curtis Hall. The next legislature appropriated \$100,000 and directed that it be used for a library and an administration building which was partly completed in 1931 and named McCulloch Hall. At the time it was planned to join these two buildings by a "main building" and thus to provide the College with ample housing. The necessary adjustments in the curriculum and the faculty having been made meanwhile, in March, 1930, the state board of education authorized the Normal to award A. B. and B. S. degrees, and the following year its name was changed to West Liberty State Teachers College.¹⁰

The buildings erected in 1929 and 1931 brought the College to the "new campus," and the next half decade or more was devoted largely to consolidating the gains of the preceding half decade and to preparing for new goals, particularly a standard accrediting status. By use of a special appropriation additional classrooms and laboratories were provided in the new buildings; through the use of federal funds driveways and walks were graded and hard surfaced; and a student center in the basement of McCulloch Hall, completed in 1941, met an urgent need.

By use of board of control bonds aggregating \$55,000 and a federal grant of \$45,000, Shotwell Hall, with accommodations for about fifty boys, was completed in 1937 as a self-liquidating enterprise. In the same way and at the same time residences for the president, the dean, and four

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faculty families were provided. With funds from the sale of Academy Hall, The Annex was completed in 1942. This structure, located near the girls' dormitory, provided garages and apartment rooms for staff members.

Despite the fact that no building had been done at state expense at the West Liberty School since 1929, it was fairly well housed by 1943, and the plan for a "Main Building" connecting Curtis and McCulloch halls had been abandoned. The frame gymnasium, constructed in 1922, was however inadequate, as were also dormitory facilities. The latter need was supplied in part by residence trailers opened for veterans in 1946; by five barracks opened in 1947 for the use of 80 "GI" students; and by dormitory space in the Service Building completed in 1948.

Progress on the curricular and professional phases in the "consolidation period" was equally marked. Most important of all, a full-time librarian, the first in the history of the school, was employed in 1934. To meet national accrediting requirements the librarian launched a campaign as a result of which the contents of the library were raised to 15,000 approved books. Ten thousand more were added in the course of a few years. Following removal of the College to the new campus the West Liberty Elementary School, through an arrangement made in 1935 with the Ohio County Board of Education, was moved into the Old Academy Hall Annex and placed under supervision of the elementary training division of the College. In 1941 Old Academy Hall was sold to the Ohio County board of education for use as a high school, but the College retained use of the auditorium until such time as one could be built on the new campus.

Celebration of the centennial anniversary of West Liberty State Teachers College in 1938 was a red letter day in its history. *West Liberty: Yesterday and Today*, edited by Professor C. C. Regier of the faculty, was a product of the interest thus aroused. About the same time the College was given a Hammond organ; its tennis courts were reconditioned; the gymnasium was provided with lockers; and a modern art studio, with quarters for a music department, a broadcasting studio, and a museum, was improvised on the third floor of McCulloch Hall.

As the first unit in the state and one of the first fifteen in the United States, the Dental Hygiene School, opened as a department in 1938, was somewhat novel. Through gifts from Mrs. Sarah Whitaker Glass of Wheeling, which were continued until her death and thereafter by her daughters, it attracted national attention. This school offered a four year course leading to the B. S. degree in dental hygiene. The clinical work was done on the campus and in the offices of nearby dentists. In 1948 graduates from this school were eligible to take exam-

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inations given by the West Virginia State Board of Dental Examiners and by the dental examining boards of thirty-two other states.

The administration sponsored a number of curricular expansions. Among these was a department of commerce established in 1938 for training secretaries and commercial teachers; with federal and institutional funds facilities were provided in 1938 for a revived department of home economics opened in the basement of McCulloch Hall; a "Downtown Center" for the use of extension classes was opened in Wheeling in 1938; and in 1940 an abortive effort was made to start a civilian pilot training program.

Of all the expansions that into Wheeling was perhaps the most important. In 1943 the enrollment reached almost 300 and necessitated the employment of a full-time resident secretary. Most of the instruction was done by members of the regular college faculty whose loads had been lightened by the decreasing enrollment incident to the war efforts, but special instructors were used. The Center utilized the entire space of a three-story building located at 2227 Chapline Street and was active during World War II.

"The West Liberty Plan," inaugurated at the beginning of 1941-42 as an experiment, divided the annual session into five periods of nine weeks each, and all seniors taking vocational courses were required to spend at least one of these periods in practical occupational experience removed from the campus. The plan proved advantageous to those doing apprentice work in dental hygiene clinics and to those engaged in practice teaching and was retained. In the war period the summer session was expanded to two six-week terms.

As expected these achievements brought recognitions. Beginning in November, 1938, graduates were approved for teaching in high schools belonging to the North Central Association of Colleges and Secondary Schools, and in March, 1942, the College was admitted to membership in that organization. In 1938 it was fully accredited by the American Association of Teachers Colleges, and in 1942 it became a member of the American Council on Education and of the National Association of Business Teachers-Training Institutions. Following admission to the North Central Association of Colleges and Secondary Schools, the College was listed by the American Medical Association for pre-medical courses and by the American Dental Association for pre-dental courses. It was largely because of these accreditments that the state legislature in 1943 changed the name to West Liberty State College.

More than to any person President Paul N. Elbin was responsible for the progress made at West Liberty. A native of Cameron, West Virginia, he was graduated from Ohio State University in 1926 with an A. B. degree. After teaching one year in the Cameron (West Virginia)

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High School, he resumed his residential studies and in 1928 was granted the M. A. degree by Teachers College, Columbia University. That same year he was made head of the department of English and Speech in West Liberty State Teachers College. During the ensuing years he obtained several leaves to do work toward the Ph.D. degree in Columbia University, which was awarded him in 1932. He was made president of his adopted institution in 1935 in succession to J. C. Shreve who in 1933 had succeeded J. S. Bonar. In 1948 President Elbin's tenure exceeded the longest previous one, that of J. C. Shaw, perhaps his closest competitor for both material and scholarly achievements.

Among teachers and officials who, through their standards and their personalities, contributed to the progress of the College were R. G. Hughes who, despite physical handicaps, was an effective teacher and head of the department of English since 1936; C. C. Regier, head of the department of history and author of "The Muck Rakers"; C. C. Kiplinger, an inspiring teacher of chemistry; J. E. Drummond, teacher of biology; Nelle M. Krise, English; F. M. Tuttle, registrar and teacher of American history and government; and Mrs. Geo. J. Rogers, dean of women since 1938.

As in the earlier days, student life at West Liberty State College was influenced largely by the environment. Twelve miles removed from a sizable incorporated town or city, the unincorporated village of West Liberty provided few distractions. Under such conditions student energies found expression through extracurricular activities, particularly athletics. In 1924 the "Hilltoppers" were the "State Normal School Champions" in football, and questionable academic practices were used to produce winning teams.

When J. A. Bartell, after a seven year tenure as athletic coach at Fairmont East High School, Fairmont, West Virginia, became head of the athletic program at West Liberty in 1933, athletic scholarships were abolished; the practice of proselyting athletes was discontinued; and athletics were in general placed on the same basis as other extracurricular activities. As a consequence most of the athletes withdrew at the end of 1932-33 and there were no winning teams in the ensuing three years.

Following this period of tutelage in sports for sports sake, the football team won the West Virginia Athletic Conference championship in 1936, in 1939, in 1940, and again in 1941. World War II interrupted the program for four years. Football was resumed in 1946 when for the fourth time in five consecutive years the School won the Athletic Conference championship. In 1947 the team was undefeated but it lost the championship to Potomac State on points.

The basketball team finished second in the Conference standings in 1937, 1938, and 1942 and was the runner-up in the Conference Tourna-

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ment in 1939. There was a gradual expansion of the athletic program between 1937 and 1947 to including boxing (1938), tennis (1939), intramurals (1946), and intercollegiate golf and track (1947). Under direction of Mrs. Melissa Murphy Provance, who in 1930 took charge of physical education of women, their program kept pace with that for men. In addition to the regular classes in physical education her program was restricted to intramurals. Since 1933 both men and women pursued majors in physical education. Some of the resulting intercollegiate and intramural contests attracted larger crowds than did the old-time contests between the Bryant and the Irving literary societies.

Most of the resident girls belonged to local sororities (six), and there were debating teams, social and professional clubs, and one local fraternity. A staff of students edited and published *The Trumpet*, a monthly journal which became a bi-weekly following World War II. In 1926 students published the first college annual, *The Manatoc*, the name of which was changed in 1927 to *The Trumpet*. It was published annually thereafter, except in the World War II period.

The Student Federation had a large share in determining student affairs, but those who did not reside with their parents were still required to live in college maintained dormitories, unless excused by the dean who was closely restricted in such matters by state board of education prescribed rules. In the same manner students were required to participate in at least one extracurricular activity and the number of such activities for any one student was limited. As elsewhere, students were required to conform to formal dining room and dormitory regulations, and, reflecting the obsolescent practices of a Methodist and a Presbyterian environment, the rules still forbade "strolling after dark."

With exactly 100, as of September, 1944, which later dropped to 90, the full-time enrollment for the war period reached its lowest point, as did also the all-time number of men enrollees: fourteen and eight, respectively. There were six student and alumni casualties: Robert H. Cox, John J. Killeen, Robert Landmeyer, Michael Loncar, James C. Potts, and Homer Stine.

At the beginning of 1945-46 only 164 were enrolled, but the enrollment jumped to 521 in September, 1946, creating myriad problems of adjustment. Not least of these was the difficulty of finding qualified teachers. Fortunately, the faculty was willing temporarily to carry a heavy load in the form of larger and more classes. The need for sleeping quarters was supplied by five allocated federal barracks which were not available however until January, 1947. Temporarily, the basketball court was used for sleeping quarters; the dining room of Shaw Hall was converted into a cafeteria; and the periodical room of the library became a business office and a bookstore.

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The administration took advantage of these exigencies to provide for the future. Through a combination of federal and state financing, work on a new auditorium was commenced in 1947 to replace Old Academy Hall, built in 1847 and sold to the Ohio County School Board in 1941. The new auditorium was planned to provide facilities for assemblies, recitals, entertainments, dramatics, and religious services and through the generosity of Wheeling friends was provided with a pipe organ. About the same time construction was begun on a service building designed to take care of building maintenance and to provide needed storage space; an adjoining farm was purchased increasing the College owned acreage to 270; and plans were drawn for a storage dam to hold about 3,000,000 gallons of water. As the College was more than once in recent years forced to delay the fall opening because of a shortage in the water supply, the storage dam was designed to solve an urgent need. In 1948 the physical plant, including the acreage, was worth about \$1,500,000.

Since the 1870's the Alumni Association activities were sporadic. In 1923 it sponsored publication of the "Alumni Record," now a rare document. Once each year on commencement day, prior to 1942, alumni participated in a luncheon, admitted the graduates of the day to membership, and elected officers for the ensuing year. Alumni gatherings were discontinued in World War II and not resumed.

3. FAIRMONT

Beginning in 1915 this institution functioned under the presidency of Joseph Rosier to January 13, 1941, when he accepted a leave to fill a vacancy in the United States Senate caused by the resignation of his fellow townsman, M. Mansfield Neely, to become governor of West Virginia. Senator Rosier failed of election to fill the unexpired term, and on November 18, 1942, Hugh Ike Shott, Sr., of Bluefield, qualified for that purpose. Whereupon Rosier resumed the presidency of Fairmont State Teachers College. He served until September 1, 1945, when he retired under the retirement act of 1941, as amended in 1945 making such action compulsory in the option of the governing board. A promised and expected supplement to the state retirement allowance was not provided. Thus ended the second longest tenure of a chief administrative officer in the history of the state colleges and their antecedent institutions.

Through the help of a corps of teachers imbued by the teacher training spirit and purpose, President Rosier developed a high class state normal school at Fairmont. All secondary work was discontinued in 1920. With the addition of two full years of professional work in 1923 the Normal was authorized by the state board of education to grant an

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A. B. degree in education. The first degrees were awarded in 1924. At the same time the short course was discontinued leaving only two courses: the standard normal and the collegiate.

The institution having become a four-year college, the next goal was accreditation. For that purpose it was necessary to raise the standard of instruction and to extend the scope of the curriculum. Progress in these directions was recognized in 1928 by conditional membership in the North Central Association of Colleges and Secondary Schools and by a high rating in the American Association of Teachers Colleges.¹¹

Although the Normal then offered pre-professional courses in law, medicine, engineering, dentistry, business, and nursing, the administration had no desire to make it an arts and sciences college. In face of the need for more and better teachers it took pride in the fact that it was primarily a teacher-training institution and in the claim that it had trained "more teachers than any other one institution in the state." In 1931 the name was changed from the Fairmont State Normal School to Fairmont State Teachers College.

By keeping the Normal and the College a teacher-training institution President Rosier did not antagonize the University and was generally respected by its faculty. In fact, he was to most of its members what he was to most educators, just "Uncle Joe." He and Dean Deahl of the University College of Education were personal friends, but President Rosier was also a personal friend of President Shawkey of Marshall College, a critic of the University. Despite the apparent inconsistencies, Rosier, Shawkey, and Deahl were frequently spoken of as "the West Virginia Educator Triumvirate." With a keen sense of the politically expedient and the educationally possible, they each had the rare faculty of being able to give and take, to forgive and forget. This quality carried President Rosier to the presidency of the National Education Association in 1932 and to the United States Senate in 1941 and enabled him to occupy the latter position with a grace and effectiveness that dispelled the usual criticism of the educator in politics.

In keeping with the policy to make Fairmont Normal of greatest possible service to teachers, beginning in 1911-12 it offered extension courses and, beginning in 1924, correspondence courses. Starting with 15 students, the extension enrollment increased to 207 in 1919-20, when the work was described by President Rosier as "one of the best services rendered by the institution." Under direction of M. E. McCarty the extension enrollment reached 369 in 1923-24, but the following year it was cut into by the enrollment in correspondence courses.

When correspondence work was discontinued in all the state teachers colleges in 1934 by order of the state board of education and restrictions were placed on extension work, the Fairmont School took ad-

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vantage of improved transportation facilities and of its location in the center of a large urban and suburban area and offered evening and night classes, thus doing away with extension courses almost entirely. The night classes became a part of a regular program that was increasingly popular. By enrolling in them and in summer schools teachers completed the requirements for certification and even the A. B. degree while regularly employed. As a part of its extension service the College, beginning in 1928, sponsored regular weekly broadcasts over WMMN.

Although the Fairmont school was essentially a teacher training institution, there was no model school on the campus. President Rosier repeatedly called attention to the need for and the advantages of such a campus auxiliary, but nothing was done. He was therefore forced to rely upon the graciousness of the Fairmont Independent District and later of the Marion County Board of Education for facilities for practice training and observation.

From an early date student life at the Fairmont Normal was subjected to "rules and regulations." Those in force in 1892 included nineteen items covering every phase of student activity from the care of their persons, clothes, and books to such things as the use of tobacco (which was forbidden), the carrying of concealed weapons, and the keeping of social hours. The Lyceum and the Mozart literary societies afforded a measure of relief from such regimentation, but in response to a new tempo they gave way before the beginning of this period to social and honorary fraternities, to classes in dramatics, to athletic and physical education programs, and to various clubs and organizations. The Y. M. C. A. ceased to function in 1935-36 and the Y. W. C. A. in 1946-47, but their place was filled in the latter year by the Fairmont College Christian Fellowship, organized to promote activities of a religious nature. Among the organizations in the pre-World War II period were eight national honoraries; four sororities, only one of which, Delta Sigma Epsilon, was national; and four fraternities, including two nationals, Sigma Tau Gamma and Kappa Sigma Kappa. The clubs and other organizations were mostly professional.

Until 1906 enforcement of campus rules and regulations was largely a faculty matter. But, beginning in that year, the student body had a voice in student affairs. It then organized by electing the usual officers, and the several classes were organized in a like manner. The students functioned in this manner until 1924, when the greatly increased interests and activities resulted in a reorganization called the "Student Body" which, under a written constitution, functioned through a council composed of the president and the presidents of all the other organizations recognized by the council. The council was the advisory board of the student body and formulated its policies. Social matters were controlled

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by a cabinet composed of the vice-president of the student body and the vice-presidents of all the other approved organizations.

From their beginnings the student publications were of primary interest. Beginning in 1898 *The Fairmont Normal Bulletin*, a monthly sheet of social and alumni news, of faculty written editorials, and of comparatively few advertisements, appeared irregularly to December 20, 1923, when it was superseded by *The Columns*, a biweekly, which at times was published weekly. Under the supervision of Madora Mason, teacher of journalism, the student newspaper received several "First Class" ratings in this period. *The Mound*, the student yearbook, was published annually since and including 1908, except during 1921-25 and 1943-46. Under supervision of the department of journalism, all the student publications improved in quality and in attractiveness. *The Student Handbook*, an annual, the first issue of which appeared in 1926, was an encyclopedia of college life and hopes.

Due perhaps to the influence of Fielding H. "Hurry Up" Yost who was born and reared at nearby Fairview, athletics got an early start at Fairmont State Normal. In 1899 the legislature appropriated \$500 to purchase a striking bag, a trapeze, chest machines, quarter circle chest machines, dumbbells, Indian clubs, etc., to be used in equipping a gymnasium. At the same time plans were made to provide the "ladies" with systematic and regular exercise in their own gymnasium.

Little was attempted in intercollegiate athletics before 1909, when the chapel hall of the Normal was converted into a basketball court and an athletic association was formed to promote football, baseball, basketball, track, and tennis. The interest thus aroused brought a student authorized athletic fee of \$1.00 in 1910. In 1911 "Doc" Daily of Bethany College was employed to coach the football team. He was succeeded the next year by Ernest Roy Bell, a University alumnus, '12, who that year and annually to and including 1916 developed creditable teams. Basketball received a setback in 1912 when the court was converted into a library, but the sport recovered following construction in 1919 of a gymnasium on the present campus.

During World War I intercollegiate athletics were all but abandoned. They were revived under direction of Homer C. "Sandy" Toothman, whose activities as an all-round coach in 1916 were terminated in 1917 by the War. He returned in 1920 and in 1922 ended a successful season as the coach of baseball, football, and basketball.

Largely because of war revelations, interest had shifted meanwhile to an athletic program made possible by the construction of the new gymnasium. It was thus possible to enlarge the athletic program. In 1923 Richard F. Hamill, who had coached all forms of athletics at Davis and Elkins College, became the coach and the first director of athletics. He

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was succeeded in 1924 by Jasper H. Colebank, coach at the Grafton High School, who had played basketball and football at the University.

Colebank's record was creditable to himself and to the institution. He and President Rosier took an active part in efforts to reform inter-collegiate athletics in West Virginia. For that purpose, they had a part in the organization and maintenance of the West Virginia Athletic Conference, of which Rosier was president for several years.

The subsequent improvements in the athletic and physical education programs were largely tributes to President Rosier and Director Colebank. First came a new athletic field and a campus stadium. With a seating capacity of about 5,000, the latter was completed in 1929 at a total cost of about \$35,000. By the use of federal funds the field was enlarged in 1936 and christened "Rosier Field," and a field house was erected. In 1941 the long desired physical education building, otherwise known as "Colebank Gymnasium," was completed at a total cost of about \$225,000. It replaced the wooden structure erected in 1919. The gymnasium housed the entire physical education setup, including a modern swimming pool, two gymnasiums, and rooms for clinics.

As intended, these improvements paved the way for enlargement of the physical and student welfare programs. For that purpose a full-time nurse was employed in 1940 to work in cooperation with local physicians. Thereafter all students were required to take physical examinations annually. The program, together with the subsequent war needs, was largely responsible for an affiliation with the nearby Fairmont General Hospital for the education of nurses. With about 100 student nurses enrolled in 1942-43 the management confidently predicted that degrees in nursing would be offered in the near future.

Because of commuting facilities and of available living accommodations in the city, the need for state owned dormitories was not as urgent as elsewhere. Thus, Morrow Hall, completed in 1922 with accommodations for 66 girls, was adequate in the pre-war and in the war periods. Federal funds were used in the former to keep the grounds in an attractive condition and the buildings in a state of repair, but the administration gave warning that "substantial sums" would be needed to protect the capital investment. With this in mind a superintendent of buildings and grounds was employed in 1941.

In 1941-42 the faculty of the Fairmont School was composed of 45 members, five of whom held earned doctorates. Thirty-six held master's degrees, of which eleven were from Teachers College of Columbia University and seven were from West Virginia University. The total enrollment was 1,256, but only 516 were full-time students. The others were enrolled in the summer school and in part-time evening classes in approximately equal numbers. Of the total 601 were from Marion County. The others came from 39 West Virginia counties. Of the total only 55

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were enrolled in the standard normal course. The others were made up of 107 special students, 338 seniors, 401 juniors, 122 sophomores, and 233 freshmen.

In the war period the enrollment fell to 776 for 1944-45. In 1942-43 it was sustained at 978 by 141 C. A. A. students, 78 of whom were out-of-state, and in 1943-44 at 801 by 144 Naval Aviation Cadets, 134 of whom were out-of-state, 48 of them from Massachusetts. With the enrollment of 88 veterans housed temporarily in the new physical education building until trailer residences could be provided, the total enrollment began to move upward reaching 1,178 in 1945-46 with only four out-of-state students. The enrollment for the first semester of 1946-47 totaled 891, of whom 491 were veterans whose coming had been anticipated by the appointment of a veterans' coordinator in the person of George H. Turley who since 1946 was also dean of men.

Beginning in October, 1940, the Fairmont School participated in the preparedness and later in the war programs by training pilots. When a full-time program was provided, beginning in July, 1942, the ground school was moved to Bridgeport, West Virginia, where it remained until January, 1943, when it was transferred to Jackson's Mill. The setup having been changed from the C. P. T. program to the C. A. A. War Training Service, Fairmont and Salem colleges cooperated in maintaining it on the new site until in March, 1944, when the program ended.

In addition to the pilot training service 15 members of the faculty saw regular military service; others participated in Red Cross and defense activities; the night school offerings were expanded and improved; extension work was revived with regular classes in Preston and Monongalia counties; and throughout the conflict the faculty and the administration planned with respect to the reconstruction. In 1944 between five and six hundred graduates and former students, including a number of women, were in the armed services. There were 35 student and alumni casualties, namely: Frank Alessio, L. Richard Berry, John K. Boyles, Wilbert Burns, Fred B. Cannon, Jennings Chriswell, Barton Core, Angelo H. Crescenzi, Robert G. Davis, John Dragoo, Frank Evans, John L. Ford, William Goetz, Ray Goode, Donald Haggerty, Harold Hick, James Houston, Joseph Houstead, William Howells, Hale D. Hyer, Glenn E. Kern, James Maddox, Edward P. McCray, John McKinney, Virgil Nataly, Warren Owens, Orval Postlethwait, Richard Shurtleff, Dwight Skaggs, James Smith, Grafton S. Stidger, Victor Stiles, James S. Sweeney, William Watson, Henry Weber, and Harry F. Wells.

Although Fairmont State College had, prior to 1943, a somewhat distinctive place in the state educational system, as a teacher training institution and although its best traditions were in that field, it too, as previously indicated, was made a state college at that time. In keeping with this policy the successor to President Rosier, George H. Hand, who

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took over the administrative duties on September 1, 1945, had specialized in business administration and in economics. He held a Ph.D. degree in these fields from Princeton University and at the time of his election was head of the department of business and economics in the University of Vermont. He was a native West Virginian and a graduate of the University.

As president of Fairmont State College Dr. Hand's chief aim was to change the program from that of a teacher training institution to that of a state college with all that implied. To that end he considered it necessary to make many changes. In an effort to improve the plant and the campus which had been enlarged by the purchase of twenty-one additional acres, several thousand evergreens and shrubbery were planted, and the administration requested the release of emergency funds for a library building, a home economics cottage, an industrial arts building, and a president's house. At the same time new courses in business, economics, distributive education, secretarial training, industrial arts, and radio were planned; only the "best faculty members" were retained and the employment of fifteen additional members was recommended; a centralized system of registration was inaugurated; a number of new departments were created; and the cafeteria was put on a three-meals-a-day basis. More significant still perhaps, nothing was said about the long desired model school. Instead, the new president looked "forward to the development of more valuable courses in Mathematics, English, and Literature, the Social Sciences, the Biological and Physical Sciences, and the Arts and to health and physical training." Incidentally, the name of the athletic teams was changed from "Fighting Teachers" to "Falcons." Meanwhile, much was said about the refusal of the retiring president, for personal reasons, to apply for unqualified membership in the North Central Association of Colleges and Secondary Schools.

Although President Hand disclaimed any desire "to play down the teacher training program" and declared instead his determination to revise and strengthen it through a general education program, laboratory schools, and a summer school workshop, to those sympathetic with the former regime his program involved the uprooting of cherished traditions and the abandonment of equally cherished objectives. There was therefore much criticism of the new program and its future was uncertain. Dame Rumor had it that the president would not be sustained, but a new board, in what were regarded as crucial tests involving faculty changes, sustained him. In March, 1947, the College was admitted to unqualified membership in the North Central Association of Colleges and Secondary Schools, and in January, 1948, to membership in the Association of American Colleges. By use of federal funds the Industrial Arts Building was completed early in 1948.

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As reconstituted the instructional staff of Fairmont State College consisted of 50 members, 12 of whom held earned doctorates. Of the others 30 held master's degrees, of which number eight were from West Virginia University and seven from Columbia University. Except the business manager and the superintendent of buildings and grounds, the entire administrative staff held graduate degrees. Except four secretaries, all the administrative assistants were college graduates.

Student activities were tending to resume their pre-war features. Under direction of the student council the student Handbook, suspended in 1942, was revived and modernized; publication of the annual was resumed; *The Columns* was enlarged and improved; intercollegiate athletic contests were scheduled; and the four fraternities, two nationals and two locals, resumed activity, as did also the four sororities, including one national. The Panhellenic Council was organized in 1948. The honorary organizations included Alphi Psi Omega (dramatics), Kappa Delta Pi (education), Lambda Alpha Sigma (athletics), Lambda Delta Lambda (physical science) Pi Gamma Mu (social sciences), Pi Upsilon Phi (journalism), and Sigma Pi Rho (Latin). The highest honor that could come to a senior woman was election to membership in "Blazers".

Among teachers who contributed effectively to Fairmont State College and its antecedent institutions in recent decades were Mrs. Nancy R. C. Morrow who, following the death of her husband in 1905 and an active experience in welfare work, returned to the faculty in March, 1906, and, except during a leave in 1915-16 which she spent in graduate study, was continuously engaged as a teacher of English until her voluntary retirement in June, 1933; Laura F. Lewis who taught English continuously at Fairmont and at Concord from 1913 to her retirement in 1939; Mahala Dorcas Prichard who taught history and served as dean of women from 1910 to 1946 and during 1935-36 as president of the State Education Association; Harold F. Rodgers, head of the chemistry department from 1908 to his retirement in 1945, when he accepted a teaching position in Alderson-Broaddus College; John W. Pence who taught political science since 1926, was dean of men from 1928 to 1946, and dean of the College since 1947; E. L. Lively who taught sociology from 1912 until he was retired in 1945, when he accepted a teaching position in Salem College; Oliver Shurtleff, professor of English from 1928 to 1947, acting dean of instruction from 1928 to 1930, dean of instruction from 1930 to 1946, and dean of the College from 1946 to 1947 when he was retired and accepted a teaching position in Morris Harvey College; Jasper H. Colebank, director of physical education since 1924; and Ethel Ice, teacher of German since 1912 and registrar since 1920.

The Alumni Association of Fairmont State College, which included all the graduates and former students of the parent institutions, is one of the oldest and most effective (organizations) of its kind in the state.

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Organized on commencement day, June 27, 1873, it functioned continuously thereafter, except during brief periods. Alumni reunions featured the commencement exercises.

4. GLENVILLE

Except during 1914-15 when he was on leave for graduate study, this institution was administered by E. G. Rohrbough from July 1, 1908, to July 1, 1918, as principal and from the latter date to August 1, 1942, as president, during the longest tenure of its kind in West Virginia. Through his various contacts President Rohrbough won the respect and the confidence of the voters of the Third district who, following his resignation, elected him a Republican member of the Seventy-eighth Congress. He was reelected in 1946 but failed of reelection in 1944 and 1948. On August 1, 1942, he was succeeded in the presidency by Dr. D. L. Haught who, at the time of his election, was dean of Concord State Teachers College.¹² President Haught resigned, effective August 30, 1947, to accept a professorship in Davis and Elkins College and was succeeded at Glenville on October 1, 1947, by H. B. Heflin, an A. B. alumnus with an M. A. degree from George Peabody College for Teachers and a doctorate from the University of Pittsburgh. At the time of his election he was dean of Teachers College, Marshall College.

Coincident with the election of Dean Haught to the presidency R. T. Crawford, M. A., West Virginia University, became dean of the college in succession to H. Laban White who had been dean since 1935 when he succeeded Hunter Whiting who, since 1933, had been the first dean. Dean Crawford was acting president during September, 1947.

A library building, costing \$50,000 was completed in 1930 and named for R. F. Kidd, a resident of Glenville and a former principal, who, as a resourceful legislator, did more perhaps than any other one person for "the Glenville School." "The Firestone Lodge," a garage apartment with living accommodations for sixteen boys costing about \$12,000, was completed in 1930 and named for George Firestone, a veteran janitor, who, at the time of his death in 1938, had a service record of forty-three years. By the purchase of 44 additional acres in 1929 the college farm was increased to 122 acres. The farm barn was erected in 1936.

The Depression all but ended expansion of the physical plant, but federal funds were used to repair the Stadium, dedicated in 1935 at the Fifth Annual Homecoming football game and named for President Rohrbough. With federal funds aggregating about \$135,000.00 a dormitory with accommodations for about 150 boys was completed in 1937 and dedicated in November, 1938, as a memorial to Louis Bennett, the first principal. Although there was dissatisfaction over the location, completion of the four-story Science Hall in 1943 at a total cost of about \$175,000, was an important event. In addition to providing needed labor-

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atory and lecture rooms, it facilitated resumption of work in domestic science, which had been abandoned in 1928 when that subject was removed from the standard normal curriculum. In 1948 the reproduction value, including the farm, was about \$1,500,000.



ADMINISTRATION BUILDING AND ORIGINAL BUILDING
GLENVILLE STATE COLLEGE

In the several readjustments to college status the curriculum required frequent revision. The teacher-college phase of this work was directed by Dean H. Laban White. Because of its rural patronage and somewhat unique environment, the Glenville Normal experienced difficulty in throwing off its secondary status and in developing a four-year teacher college program. As late as 1924 the President was insisting that the emphasis should be on subject matter. But practically all the enrollees at that time were high schools graduates. The normal was thus in a position to shift its offerings to the college level and in 1927 the professional courses were described as "most important." In further pursuit of this trend the short-course diploma was discontinued in 1928 and the secondary diploma in 1929. On May 1, 1930, the state board of education authorized the school to award the Bachelor of Arts in Education degree, and on

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March 4, 1931, the state legislature changed its name to Glenville State Teachers College.

It was with a degree of apprehension and reluctance that Glenville College became primarily a four-year teacher training institution. Recollections of the thoroughness of the secondary training, for which it was favorably known, still lingered, and conservatives insisted that mastery of subject matter was the *sine qua non* of effective teaching. But the College graduated ten persons in 1931 and 32 in 1932 with A. B. degrees in elementary education. Although only 238 of the total of 1,130 graduated by and including 1936 had received A. B. degrees, the standard normal diploma was discontinued that year.

While retaining its pre-professional courses in agriculture, law, engineering, medicine, dentistry, and nursing, Glenville State Teachers College had thus to all intents and purposes become a teacher training college, but, in keeping with ideas and plans developed elsewhere, its name was changed in 1943 to Glenville State College, thus necessitating additional revisions of the curriculum. It was expanded by increased emphasis on teacher training and pre-professional courses, by terminal courses of a vocational nature, and by expanding the field service. The College had meanwhile become a member of the American Association of Teachers Colleges, and its work had been accredited by the West Virginia Committee of the North Central Association of Colleges and Secondary Schools.

Largely because of its rural background, Glenville State College and its antecedent institutions had an individuality peculiarly their own. More perhaps than in any other state colleges, except that at Shepherdstown, extracurricular interests were intellectual. Thus the Cosmian and the Independent literary societies and the Demosthenean debating club were active longer than similar organizations elsewhere. Drastic remedies, such as seeing the president in his office for failure to attend their exercises, failed to maintain them however, and about 1926 they became inactive. The Phi Delta Literary Society, a semi-secret organization founded in 1921, went with them. Instead, the College sponsored debating teams and lyceum courses, the latter of which featured lecturers, musicians, and actors. Beginning in November, 1929, *The Glenville Mercury*, formerly *The Tower*, was published weekly during the regular session by the classes in journalism. *The Kanawahachen*, the annual, was established in 1911 and appeared irregularly thereafter on an average of one in four years to 1942 when it was discontinued. Kappa Sigma Kappa, the only social fraternity, was established in 1947. There were no sororities and only one professional fraternity, Alpha Psi Omega (national dramatic).

Prior to 1910 student extracurricular activities were regulated rigidly by faculty rules. Among other things, students were required to keep reg-

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ular study hours, to attend convocations, and to have permission to leave the campus and to make social calls. In one of his most popular acts Principal Rohrbough, early in his administration, put the students "on their own," and many of the most objectionable rules and regulations were allowed to lapse. Conventions and traditions did not permit their repeal. In 1935 the student body organized the Student Government Association whose officers, in cooperation with the faculty, had a determining voice in student affairs thereafter. As a booster of college spirit the unauthorized "Holy Roller Court," organized in 1930, was to the Glenville campus what Fi Batar Cappar was to the University campus.



VERONA MAPEL HALL, LEFT AND ROBERT F. KIDD LIBRARY
GLENVILLE STATE COLLEGE

From an early date Glenville students were interested in athletics. For a time their isolation favored intramurals, but the Normal sponsored an intercollegiate football team in 1908. Except in war times, the "Pioneers" played teams from nearby colleges rather regularly thereafter, and in 1937 they were the West Virginia Conference Champions. Basketball, introduced in 1903, was first played out-of-doors. The first interscholastic game in that sport was in 1911 with the Sutton High School. Glenville teams later won seven state intercollegiate conference championships in basketball, and in 1939 and 1940 they were invited to participate in the Kansas City Inter-Collegiate Tournament.

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In more recent years Glenville teams participated in track and field contests with West Virginia Wesleyan, Davis and Elkins, and Salem colleges. Generally the College had a good baseball team. From 1926 to 1946 inclusive, Alvin Fortunatus "Nate" Rohrbough, a University basketball star, was coach of athletics and director of physical training, the last three years on leave for military service. Intercollegiate athletics having been discontinued in 1942 for the duration, the physical education program was directed by local preachers on a part-time basis. Following the resignation of Coach Rohrbough in February, 1946, to accept a position with the Veterans' Administration, Carlos Ratliff was coach and director of athletics.

Glenville State College is proud of its alumni and former students who distinguished themselves. Among these in recent years were the late W. H. S. White, President of Shepherd College from 1920-1947; John Kee, since 1933 Representative of the Fifth West Virginia District in Congress; H. A. Woofter, a consulting engineer residing in Detroit, Michigan; W. A. Shimer, founder and editor of *The American Scholar* (official organ of Phi Beta Kappa), professor of philosophy at Bucknell University (1940-43), president of Marietta College, Marietta, Ohio (1943-47), and professor of philosophy in the University of Hawaii since 1947; Ivan Wright, economist and consultant residing in Ontario, Canada; Dr. W. F. Zinn of Baltimore, Maryland, a specialist in bronchscopy; and the late Carey Woofter, registrar and collector of folklore.

In a total enrollment of 489 full-time students in 1940-41 almost one-half of them were men. Prior to 1938-39 the men matriculates outnumbered the women, thus keeping the Glenville Normal in a unique position among teacher training institutions of the entire country. Because of his belief that the teaching interests of the state were best served when the staff was about equally divided between men and women, President Rohrbough repeatedly called attention to this phase of the training work at Glenville. The war disturbed the balance, reducing the men to a negligible quantity, 17 in 1942-43 and 24 in 1943-44, but it was tipped in the other direction in the second semester of 1945-46 when the men again outnumbered the women. The respective numbers were 263 and 142.

The Glenville School engaged extensively in correspondence and extension work. Beginning in 1909, date of the first summer session, the enrollment in correspondence courses totaled slightly more than 100 annually during ten years. Under direction of Hunter Whiting from 1924-1933, when the work was discontinued by order of the state board of education and he was made first dean of the College, the enrollment reached 168 in 1926-27 and remained somewhat constant near that figure until it was ended.

Extension work was not offered until 1920-21. During that year and the next a resident instructor offered courses in three nearby towns

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to groups of students totaling 25 for the first year and 50 for the second. In 1923 a director of extension was employed to offer courses himself and to supervise those taught by non-resident instructors. With a total annual enrollment of about 200 the work was continued in this manner to 1926 when use of non-resident instructors was dispensed with and extension summer schools were established in St. Marys, Pleasants County, and in Summersville, Nicholas County. Although 51 students were enrolled in the St. Marys school and 88 in the Summersville school, the former was discontinued after one session and the latter after two. Beginning in 1933 the annual extension enrollments totaled less than 100 until 1941-42 when the work was revived to provide in-service training for teachers. It was continued during the war with total semester enrollments ranging from 125 to 200, but it was discontinued in the second semester of 1945-46, when the full time of the entire faculty was needed to provide instruction on the campus. The resident enrollment for 1946-47 was 520, of which number 345 were men.

Because of a lack of housing and hospital facilities and because of its remoteness from airfields, Glenville College did not participate in the war training programs. The regular curriculum was however adjusted to war needs with special regard to physical and vocational education. Following the close of the regular summer term, workshop extension courses were conducted in three counties for the benefit of teachers holding wartime emergency certificates. Three members of the teaching staff served in the armed forces; more than 1,100 alumni and former students participated; and there were 23 casualties, namely: Kenneth D. Boggs, Gilbert E. Boone, Elmer Cawthorn, Jr., Irvin F. Conley, Harold P. Cottle, Robert Fidler, Kermet C. Fisher, Orlan O. Hatfield, Robert T. Hauman, August Geo. Kafer, Taylor B. Keith, James K. Kendall, Wm. S. Loyd, Edna C. McQuain, Garnett O. Nelson, Woodrow C. Radcliffe, Samuel N. Riddle, Joseph F. Riley, David B. Skidmore, Howard K. Soper, Kenneth S. Starcher, G. H. VanDevender, and Samuel T. Wilson. The student and faculty members who remained on the campus participated in various drives, notably the American Red Cross, a college unit of which was chartered in December, 1943.

Not including the non-teaching administrators, the pre-World War II teaching staff of the Glenville State Teachers College was composed of 23 members, three of whom held earned doctorates, two of which were awarded by the University of Pittsburgh. All of the others, except three, held M. A. degrees, five of which were awarded by Columbia University and five by West Virginia University. The president, who was not included in the above group, was an M. A. graduate from Harvard and was twice honored with doctorates—first by Salem and then by West Virginian Wesleyan colleges.

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The post war faculty, as of 1948-49, not including President Emeritus Rohrbough but including President Heflin, consisted of 25 members, two of whom held earned doctorates, both from the University of Pittsburgh. Twenty-two of the others held M. A. degrees, twelve of them from West Virginia University. Progress in raising staff standards was indicated by the fact that at the beginning of this period no member of the faculty held a doctorate and five held only bachelors' degrees.

Having attained the rank of Lieutenant Colonel, Dr. C. L. Underwood returned to the campus in July, 1945, to resume his work in education; in August, 1946, Dr. J. C. Shreve resigned as head of the department of education to enter administrative work in the public schools of Virginia; and Dr. Genevieve Brown Gist was made professor of social sciences in place of R. E. Freed, resigned. One of the most important developments of this period was the appointment of a dean of women. During a brief period in 1945 Rose Funk was acting dean on a part-time basis, but the new deanship was filled in September, 1947, by the election of Pearl Pickens who thus became the first dean of women.

Despite the large post-war turnovers, there was a high degree of stability in the College faculty. Of the present faculty ten served more than sixteen years and seven of the ten more than twenty years. Moreover, those retiring in recent years ended long periods of service. In 1943 they were E. R. Grose, professor of biology since 1911; Willa Brand, professor of English since 1921; Clarence Post, professor of geography since 1921; and in 1948 H. Laban White, from 1923 professor of English and from 1935 to 1942 dean of the College.

5. SHEPHERD

Beginning in 1920 this institution was administered by the late W. H. S. White who, following his retirement, effective October 1, 1947, was succeeded by Dr. Oliver S. Ikenberry. With an A. B. degree from MacPherson College, Kansas, and M. A. and Ed.D. degrees from Colorado State College of Education, he had been a principal and a superintendent of schools in Colorado and, since 1941, professor of education in Salem College, West Virginia, and dean of its faculty.

During President White's entire administration he pursued a conservative policy adapted to an area primarily rural and divided by pro-Southern and pro-Northern leanings. His policy was influenced also by the fact that Shepherd College, like Marshall and Concord colleges, had college status before it became a normal school. While adhering to its primary purpose of educating teachers, principals, and supervisors for both elementary and high schools, the College offered pre-professional courses in law, medicine, engineering, dentistry, and nursing, and maintained a junior college course designed as a basis for a broad general education. A short course in commerce, designed for students who could

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spend only one year in college, had a place in the program, and A. B. degrees in both elementary and secondary education and in a general course were offered.

The first part of President White's administration was concerned primarily in developing the College from secondary to teacher college status. The development was retarded somewhat by the comparative absence of first-class high schools in the area served, by local influences bent on maintaining "the Normal" as a high school in the supposed interest of local taxpayers, and by the traditional conservatism of the patrons. But for the accelerating efforts of the state board of education, of his predecessor in the presidency, and of the Survey of Education (1928), the transition would doubtlessly have been even more retarded.

Under the principalship of T. C. Miller, the Shepherd State Normal reacted favorably to the contemporaneous movement for professional training. In 1915 S. Orestes Bond, Superintendent of the school district embracing Shepherdstown, was also head of the department of education in the Normal. Through arrangements made by him seniors in the normal professional course were given their first opportunity to do practice teaching under observation. In conformity with the general policy 28 of the 58 who received normal diplomas in 1916 had one and one-third year's work, mostly professional, beyond the high school.

Largely because of opposition to the manner of administering the practice teaching program, it was discontinued, and World War I demands interfered with the professional training program by reducing the enrollment and sustaining a demand for "practical things." Under these conditions extensive use was made of emergency certificates, and the Normal was helpless with respect to standards. Thus, instead of enriching its curriculum and emphasizing professional training, it gave "practical application to subject matter . . . in the home, in the shop, on the farm, in the country life in general." In line with this policy instruction in manual arts, domestic science and commercial subjects was emphasized. As a result only seven in a graduating class of 42 received normal diplomas in 1924, and professional training was more of an ideal than a reality.

Thus, President White did not begin his administration under auspicious circumstances. But, in compliance with the policy of the state board of education, he abolished the first year of high school work. Four years later he added a year to the normal short course and announced his intention to drop all secondary work at the end of 1924-25. At the same time he indicated that the short course would be abandoned and that the Normal would place chief emphasis on standard normal training.

Failure to attain the professional objectives of the state board was indicated in the report of the Survey of Education (1928), which said, "The College gives, in addition to teacher courses, certain specialized

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courses which serve the young people of the locality, supplying either high school work not available in the local high schools or junior college courses of the purely academic type which prepare local students to enter the state university with advanced standing". There was no campus training school, and the facilities for practice teaching in the local elementary school, resumed in 1919, were inadequate.

Largely because of regional conditions, the School had, in fact, drifted into a degree of inertia, but progress was in the offing. A contributing factor was the establishment in 1928 of a district high school to accommodate Shepherdstown and environs. The Normal was that year given a Class "A" rating by the American Association of Teachers Colleges. In reporting the results President White said:

Much real progress has been made at Shepherd College since the last biennial report was made. All secondary work was completely eliminated from the curriculum, the curriculum increased from two to three years in 1929, and by action of the Board of Education in May 1930, [the School was] raised to full standard as a degree granting college, empowered to grant the A. B. degree in education. In the decade just closing the school has, therefore, progressed from more or less of a preparatory school to full college rank.¹³

Because of these accomplishments, the 1931 legislature changed the name from Shepherd College State Normal School to Shepherd State Teachers College, and the administration directed its efforts to making it what the new name implied. Among other things, it ceased to offer "special courses" for advanced credit in the University and elsewhere, and the arts and sciences A. B. degree was not played up as elsewhere. In pursuit of the same policy the standard normal course was abolished in 1936, and thereafter the only diplomas issued were either A. B. degrees in elementary or in secondary education. Although the enrollment declined perceptibly thereafter, in the first year of World War II, with the men again outnumbering the women in the regular session, the enrollment was well above 500, and there was an increasing and a persistent demand for more liberal arts courses. As the teacher enrollment had declined meanwhile, the legislature in 1943 again changed the name of the institution—this time to Shepherd College.

Although similar changes were not welcomed elsewhere and the establishment of state colleges was severely criticized by many persons, it was welcomed in Shepherdstown, where for more than seventy years persons had insisted on calling the local institution by the name given it when it was founded as a private college in 1871. Together with the changes in the character of college work desired, their insistence was a factor in the legislation changing the state teachers colleges to state colleges. Although the "aims and purposes of the College," as stated in 1947-48, were substantially the same as they had been for a decade and more, it was definitely on the verge of additional, perhaps far-reaching

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changes. It was accredited by the American Association of Teachers Colleges and approved by the West Virginia Committee of the North Central Association of Colleges and Secondary Schools for the training of high school teachers.

While continuing the faculty contacts with the public through teachers institutes, round tables, school fairs, boys' corn clubs, and farmers' short courses begun by President Miller, President White did not press President Miller's suggestion looking to the establishment of a sub-station of the University College of Agriculture at the Shepherd State Normal School. Instead, he sought to reach and benefit the public through correspondence and extension courses, first offered in 1920-21, when 59 students were enrolled in each. Because of the extensive railroad distances no courses in extension were given in 1921-23 but, the demand being insistent, in 1923-24 a number of courses were offered.

Extension and correspondence work was directed by a member of the faculty, who reported the enrollments jointly thus making it difficult to determine from the official reports the respective numbers prior to 1932-33, when all correspondence work was discontinued by order of the state board of education. Thereafter extension courses continued to be offered on a decreasingly small scale into the World War II period, when interest was revived to meet in-service needs, particularly those of teachers using emergency certificates. Under these conditions the extension enrollment almost trebled reaching a total of 140 for 1944-45. With the coming of war veterans to the campus, 30 in 1945 and 166 in 1946, the entire time of the faculty was needed to instruct them, and extension offerings were limited and campus night classes were discontinued.

More perhaps than his predecessors, President White featured the summer school. From its beginnings in 1907, the annual attendance had rarely been more than 100 prior to 1921, when it almost doubled that of the previous year, moving from a total of 152 to 260. At times, notably in 1924 when the total enrollment was 387 and in 1932 when it was 434, it taxed housing facilities of the College and the town and thus kept alive interest in the need for those things. In the last pre-war year the summer school enrollment totaled 238. With an enrollment of 202 for the first post-war year, it was 216 in 1948.

The growth and the progress of Shepherd College was retarded by the inadequate plant. The "Old Court House" or the "Old Building," leased to the State of West Virginia by the Shepherd heirs in April, 1891, and named McMurrin Hall for the first principal, was the oldest and the most beautiful building on the campus in 1941. It was used then for classes in music and public speaking, and for biological laboratories and general classrooms. Reynolds Hall, built in 1889 by residents of Shepherdstown for the uses of the Normal and for sometime thereafter called "Town Hall," was a part of the "Old Building" and in 1941

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KNUTTI ADMINISTRATION BUILDING
SHEPHERD COLLEGE

was used for theatrical and assembly purposes. Miller Hall, completed in 1915 and named for T. C. Miller, the president, was a dormitory accommodating 45 women with dining hall accommodations for 100 boarding students. Rumsey Hall, a hotel more than one hundred years old, was purchased in 1921 and converted into a dormitory with accommodations for 42 men, but it was inadequate and even unsafe. Knutti Hall, the main building, was thirty-eight years old but in good condition. It contained the administrative offices, the library containing about 18,000 volumes, an auditorium with a seating capacity of about 700, science

laboratories, the Y. W. C. A. room, about a dozen classrooms, and the teacher-training headquarters. White Gymnasium, completed in 1925, then provided ample room for physical education classes, basketball, indoor football, and tennis. Among smaller structures were an improvised president's house, acquired and conditioned in 1915, and a home economics cottage acquired and conditioned in 1925.

The war effort did not interfere greatly with plans to remedy this condition. Through funds appropriated in 1941 Snyder Science Hall was completed in July, 1942. On November 21, following, it was formally dedicated and named for the late H. L. Snyder of Shepherdstown in an occasion featured by notable addresses. In addition to relieving the general congestion, this building was timely for the use of aviation students, both Army and Navy. By the use of federal funds Fairfax Field, the athletic ground, was completed in 1943, and the management was then planning a post-war building program including a library, a central heating plant, a dormitory to accommodate 100 women, a new physical education building, and expansion of the campus to the Potomac River. A physical education building was needed to replace White Gymnasium which had "become entirely inadequate for the modern program of physical education". And that too despite the fact that it was

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described as "commodious" and entirely adequate when it was erected only twenty years before. Moreover, Fairfax Field was not standard.

Among teachers who contributed to the success of Shepherd College and its parent institutions in recent years were Mrs. Mabel Henshaw-Gardiner, professor of history from 1903 to 1941; Ella May Turner, professor of English Language and Literature from 1907 to 1945; Alva D. Kenamond, professor of elementary education since 1919, assistant to the president from 1921 to 1924, and dean of instruction from 1924 to 1948; Addie R. Ireland, instructor in fine arts from 1912 to 1941; Jessie Trotter, professor of Latin from 1919 to 1941; Dr. I. O. Ash, professor of education and director of the laboratory school since 1924; W. R. Thacher, professor of social sciences, since 1922; and Earnest Stutzman, professor of physical sciences since 1929.

In 1941-42 the faculty, including the president, was composed of 24 members, four of whom held earned doctorates and the president held an honorary doctorate conferred in 1933 by Salem College, Salem, West Virginia. Except six instructors all of the other members held master's degrees, nine of them from West Virginia University. The post-war faculty, as of 1948, was composed of 30 persons, six of whom held earned doctorates. Except four instructors, the others held master's degrees, three of them from West Virginia University. The others were drawn from a half score or more institutions.

In 1947 Shepherd College and its parent institutions had enrolled about 22,000 students and graduated about 2,800 of them. Outstanding among them were John J. Cornwell, fifteenth governor of West Virginia and during a quarter-century chief counsel for the Baltimore and Ohio Railroad Company; the late Dr. C. J. Scanlon, general secretary of the Temperance Board of the Presbyterian Church of the United States; the late Dr. F. M. McDaniel, for many years principal of Pennington School in New Jersey; the late J. L. Latimer, Rear Admiral in World War I and Judge Advocate of the Navy, 1921-25; H. McM. Banks, dean of the Medical School of the University of North Dakota; E. H. Vickers, from 1899 to 1910 professor of economics in a Japanese university and from 1911 to 1938 professor of economics in West Virginia University; Dr. A. W. Porterfield, scholar and author, who was from 1922 to 1924 professor of German in Randolph-Macon College (Lynchburg, Va.) and during 1924-1939 professor of German in West Virginia University; Dr. E. C. Armstrong, chairman of the department of Romance languages in Johns Hopkins University, 1910-1917, and professor of French language in Princeton University since 1917; the late Dr. H. N. Leavell of the Medical School of Louisville, Kentucky; D. E. McQuilkin for thirty years division superintendent of schools, Roanoke, Virginia; J. L. Dunkle, '07, president of Frostburg Maryland

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State Teachers College, 1935-46; O. W. Snarr, president of State Teachers College, Moorhead, Minnesota; Dr. O. D. Lambert, from 1929 to 1944 dean of West Virginia Wesleyan College; A. E. Ruark, head of the department of physics in the University of North Carolina, 1934-44, member of Naval Research Laboratory staff, 1944-46, and of the faculty of Johns Hopkins University since 1946; Harley O. Staggers, member of the Eighty-first Congress; and D. B. Wilburn, Dean of Teachers College of Marshall College.

Generally, Shepherd College alumni and students attributed a large part of their success to extracurricular activities, especially those of an intellectual character. This was notably true of the literary societies. The Parthenian, organized in 1873, was until 1897 open only to women, and the Ciceronian, organized on November 26 of the same year, was during the same period open only to men. During most of his normal school days, John J. Cornwell was a Ciceronian, students being known by the literary society to which they belonged. Beginning in December, 1896, these organizations held inter-society contests until 1929, the chief interest centering in the commencement programs. Other literary societies, notably Le 'Extempo for men and the Willard Club for women, were active from about 1907 to 1914 inclusive, and did not cease to function entirely until about 1924.

The work of these organizations was maintained to World War II but in a somewhat different fashion by the Forensic Society which sponsored inter-collegiate teams in both debate and oratory, that won contests not only in West Virginia but also in other states, and by the International Relations Club, sponsored by the Carnegie Foundation on condition that the members study and discuss world affairs from an unprejudiced and objective point of view.

For years the Alumni Association of Shepherd College, first organized on June 26, 1877, with Wm. Price Craighill as president, functioned in close cooperation with the literary societies. Their joint programs were featured by a guest speaker who was generally a prominent alumnus. Beginning June 15, 1893, the program was featured by a banquet which was currently described as "the most enjoyable of all the alumni exercises". Only graduates of the school were members of the Alumni Association. For the purpose of promoting interest in the College and fostering good fellowship among its graduates and friends branch alumni associations were organized in 1948 in Hardy, Pendleton, Hampshire, Morgan, Berkeley, and Jefferson counties.

The Picket, the present college newspaper, was started in January, 1896. It took its name from the picket memorialized in the poem by Ethel Lynn Beers entitled, "All Quiet Along the Potomac". Prior to 1922 it appeared monthly in magazine form, but during recent years

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it appeared twenty times a year under the editorship of a staff chosen from the class in journalism. The student yearbook, published intermittently, was for many years called *The Cohongoroota*, meaning River of the Wild Goose, and the alma mater song was "Close Beside Potomac Waters".

With the passing of the old-time literary societies interest shifted to dramatics, to athletics, to physical education, and to social organizations. Completion of White Gymnasium and of Fairfax Field accelerated the interest in athletics. Since in the early 1900's the College sponsored baseball and basketball, but it did not have an intercollegiate football team until 1921. As elsewhere, the tendency in more recent years was to physical education for all rather than to teams manned by only a few.

During the most recent decade there were four social organizations: the Theta Sigma Chi and the Zeta Sigma, fraternities; the Alpha Sigma Tau and the Sigma Sigma Sigma, sororities; and two honorary fraternities: Kappa Delta Pi (education) and Alpha Psi Omega (dramatics). The Future Teachers of America were active; the International Relations Club presented bi-monthly programs; and the College Choir and Orchestra were popular. Student affairs were determined largely by the Student Association directed by a council composed of two members from each class and representatives of the faculty.

Because of its splendid transportation facilities and of its close proximity to Washington, D. C., unusual demands were made on Shepherd College in World War II. Beginning in 1939 it gave the class instruction for ten civil and commercial pilots who took their field work in the Martinsburg Municipal Airport. In 1942-43 a large number of men were trained in the Army Enlisted Reserve Corps, and most of the men in the freshman class were in the Navy V-1 program. In the course of the year the College directed the work of about 100 flight trainees for the Army and the Navy, and a number of the juniors and seniors did work in the V-7 class of the United States Navy. As a consequence the number of men in the regular 1942-43 session exceeded the number of women, the respective figures being 183 and 115. With the return of the veterans in 1945-46, the men outnumbered the women more than two to one, and the accommodations of the College were taxed beyond their capacity. The Federal Housing Authority came to the rescue by providing a boarding unit for sixteen men and ten trailer camp units.

There were 21 student and alumni casualties, namely: Carl Milton Bean, Vernon D. Black, Newton B. Davis, Jr., Junior Fred Digman, Ralph McLain Goodell, Veston Harold, Wilbur W. Harper, Carlton H. Lewis, Newton D. Marsh, Jr., Garnett O. Nelson, Gilbert Everett Perry, Chas. F. Reininger, Wm. Leroy Ronemus, Dowe Thurman Sec, German Skies, Clarence Wm. Smith, Charles P. Snapp, Argil H. Warner, Chas. Chipley Wetzels, James S. White and Carl Wiest.

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6. CONCORD

Beginning July 1, 1929, this institution was administered by the late J. F. "Frank" Marsh until September 1, 1945, when he was retired and succeeded by Virgil H. Stewart. At the time of his election President Marsh was an educator of wide experience as a county school teacher and a high school principal (1894-1909), assistant state superintendent (1909-1915), secretary of the state board of regents (1915-1919), and secretary of the state board of education and state director of vocational education (1919-1929).

As president of Concord State Normal School his first concern was to develop it into a teacher training college. In 1922 the state board of education had authorized it to confer the A. B. degree in education, and the following year three such degrees were awarded, but 45 of the graduates for that year were from the standard normal course and 116 were from the short course.¹⁴ All secondary work was eliminated in 1921-22. Progress toward the A. B. degree during the 1920's was however disappointing, only thirty in a total of 130 having attained that goal in the graduating class of June, 1930.

President Marsh's immediate predecessors sought to attain their objectives primarily through increasing the enrollment. By salesmanship methods the regular enrollment was advanced from 174 in 1919 to 430 in 1929, and that of the summer school from less than 200 to almost 700 in the corresponding years. Extension courses, first offered in 1917-18, had meanwhile expanded into a department which offered both extension and correspondence courses. Under the slogans, "Southern West Virginia, the Campus of Concord" and "Learn While You Earn," the total enrollment in these courses passed the 900 mark, raising the grand total to almost 2,000. But only a small portion of the total was interested in college work. Most of the summer school enrollment was for the purpose of renewing teachers' certificates by the required attendance in an approved institution, and the extension and correspondence enrollments were hodgepodge affairs for the same purpose and for short cuts to other objectives. The phenomenal growth of Concord and its lack of scholarship standards were matters of statewide comment.

In his characteristic manner President Marsh proceeded to correct this situation and to move toward the desired goal. First of all, extension and correspondence work were placed under direction of M. J. Abbey who evolved a degree of order out of the existing chaos; the quality of the regular teaching staff was improved, as indicated by the fact that the number of those holding earned doctorates was increased from four to eight in the 1930-32 biennium; and the summer school was improved in a number of particulars. As a means of maintaining desired

standards the College sought and secured membership in the American Association of Teachers Colleges and in 1931 it was admitted to membership in the North Central Association of Colleges and Secondary Schools. As a recognition of these accomplishments the name of the school was changed in 1931 from the Concord State Normal School to Concord State Teachers' College.

Formal attainment of college status did not however assure it. In 1930-31, those graduating with standard normal diplomas outnumbered the A. B. graduates more than two to one; the summer school matriculates were still largely interested in certification with as little work as possible; and approximately 1,000 persons were enrolled in extension courses. When effects of the Depression began to lift, the mounting enrollments were therefore a source of grave concern instead of pride and joy, as formerly. The state board of education came to the rescue in 1933 and abolished correspondence work and approved efforts to stabilize the regular attendance at about 550 and the summer school attendance at about 750.

Incidentally, six members of the teaching staff earned M. A. degrees in the 1934-36 biennium; fourteen took advanced work in special fields; and two of the four additions to the faculty held earned doctorates and the other two held M. A. degrees. But those graduated with standard normal diplomas in 1936 still outnumbered those receiving the A. B. degree in education by more than two to one. Moreover, the training schools, both the elementary and the secondary, were housed in improvised and unsafe structures provided by the Mercer County Board of Education.

The trend was not however to teacher training. The abolition of the standard normal curriculum, beginning in 1936, did not better the situation with respect to the A. B. degree in education, for the trend was to other courses, rather than to a longer period of preparation for teaching. Like other institutions, the College was facing another period of "readjustment." The situation, as of 1940, was described by President Marsh as follows:

In recent years, definite and desirable changes have come about. The longer period of training, the more careful selection of candidates for teaching, and the much-improved tenure under new policies and laws have cut the demand for students preparing for teaching by almost half. This desirable change has made it necessary and proper to seek other ways of using the large plant and efficient faculty of this college. The conditions have been met, in part, by widening work in special fields such as Music, Health and Physical Education, Home Economics, and by adding courses in Commerce, Library Science, and Journalism. Further expansions and enrichments must be made if the college is to meet the growing demands in its region for education for vocational purposes and for general culture and foundation preparation for the professions.¹⁵

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In line with the new trends, Concord State Teachers College offered courses in human development, in social institutions, in physical and general science, and in commerce, and the pre-professional courses were reorganized and enriched. With Marshall College having attained A. B. college status and with the Fairmont, the West Liberty, and the Glenville state teachers colleges struggling to maintain themselves as such, Concord State Teachers' College inaugurated a movement to change its name to Concord College, as more in keeping with its traditions, its offerings, and the needs of its patrons. The state board of education and Shepherd State Teachers' College having approved the change, it was made, not only in the case of Concord but also in the case of each of the five other state teachers colleges, which by an act of the legislature approved March 4, 1943, became state colleges.

Under the new name and authority President Marsh indicated that Concord College would continue to emphasize the training of teachers and that it would also "organize regular college courses leading to bachelor of science and bachelor of arts degrees in fields of knowledge fitting our graduates for vocations needing trained leaders." Adjustments to aid the war effort facilitated this program, as did also the use of a single curriculum for the certification of teachers then being developed in the state department of education.

Changes in the curriculum were facilitated also by expansion of the physical plant, which was not seriously interrupted by either the Depression or the war effort. By use of state funds the Physical Education Building was enlarged in 1930 to provide a gymnasium, a social room, and a little theater. In 1932 the President's House was built at a cost of \$25,000 and by use of federal funds five self-liquidating faculty residences costing about \$45,000, were added later. A swimming pool completed in 1937 at a cost of about \$75,000, federal funds, was adopted to year-round use, and a dormitory for girls costing about \$115,000, federal funds, was completed in the same year. Two years later a dormitory for men, Colonel John Baker White Hall, was built with federal funds totaling \$112,000, and in 1941 a new library costing about \$170,000 in state funds was erected. Federal funds were used meanwhile to keep the buildings in a state of repair and to improve and beautify the grounds, and through state appropriations the College owned land was increased to about seventy acres. The Music Hall was completed in 1946 and the Home Management House in 1947. An appropriation of \$225,000 for a science building made in 1945, was unavailable because of war conditions, but it was renewed in 1947 and allocated in 1948. At that time the reproduction value of the plant was about \$2,250,000.

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AERIAL VIEW CONCORD COLLEGE CAMPUS

Aerial View Concord College Campus showing left to right, foreground, Women's Dormitory, John Baker White Hall (Men's Residence), Joseph Franklin Marsh Library, Administration Building (including Auditorium); background, Athletic Field, Swimming Pool, and College owned acreage. Prior to 1920 the Administration Building was the entire plant.

As in the other state teachers colleges, the Concord literary societies, the Philomatheon and the American, ceased to function in the 1920's, and student extracurricular activities shifted to dramatics, athletics, and publications. *The Concordian*, the student weekly, was first published in 1920 as a mimeographed monthly called the *Concord Wider* which, in printed form, in 1921 became the *Concord Argus* which in September, 1927, became the *Concordian* sponsored by the classes in journalism. *The Pine Tree*, the official college annual, was first issued in 1924. Except in 1943-46 it was published regularly thereafter under supervision of the English department. As at Marshall College, the Men's Dormitory at Concord, beginning in 1947, sponsored a news-sheet.

Through the initiative of Colonel George M. Ford, principal, coach, athletic director, and publicity agent at Concord from 1897 to

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1900, intercollegiate athletics got an early start there. In 1898 both baseball and football were organized on a competitive basis and were the chief student extracurricular interests until 1913 when football was discontinued following the death of a player in practice. It was resumed in 1921 and maintained continuously, except during 1943-46. The school sponsored a baseball team annually into the 1920's, when the sport was dropped and resumed periodically. Basketball was first played in 1913 on an outside court, but participation in this sport was continuous thereafter. During 1936-41 swimming was organized on an intercollegiate basis. The football team was undefeated in the 1923 season; the baseball team won the Southern West Virginia Championship in 1914; and the basketball team was the runner-up in the State Conference in 1936 and in 1941. With twenty-seven victories to nine defeats and four ties to his record (1923-28), "Pedie" Jackson, known locally as the "Biggest little man in coaching," was the Concord hero in intercollegiate athletics.

Physical education and musical programs occupied a large place in the student regular and extracurricular activities. Seventeen in a total of fifty-three pages in the 1947-48 catalogue announcement of courses were given to them, and since 1890 choral singing was a favorite extracurricular activity. Under direction of Ella Holroyd the Concord College Choir was vested and organized as a cappella in 1932. In the same year "Hamey" Wells organized the college band which, clad in the college maroon and gray colors, featured intercollegiate contests played on the campus. In 1948 there were four college bands. A string ensemble was organized in 1940, and, under sponsorship of the Bluefield Chamber of Commerce, the Concord faculty and students organized the Bluefield Symphony for the purpose of bringing orchestral programs to their respective communities.

In the 1920's there was a marked trend to organization. First came the student council composed of officers elected at large and of representatives of each class, which assumed a large part in determining student affairs. One or two social fraternities ceased to function in the war period, but there were four actives in 1947-48: Kappa Sigma Kappa (national), and three locals, Delta Delta Delta Tau, Phi Delta Pi, and Phi Sigma Phi. At the same time there were four national sororities: Delta Sigma Epsilon, Sigma Sigma Sigma, Alpha Sigma Tau, and Alpha Sigma Alpha. There were also a number of honorary societies, among them being Alpha Psi Omega (dramatics), Chi Beta Phi (science), Pi Gamma Mu (social science), Kappa Delta Pi (education), Kappa Omicron Phi (home economics), Gamma Phi Omicron (journalism), Gamma Theta Upsilon (geography), and the Chamber of Commerce (commerce).

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The highest honor for men was membership in Blue Key which was based on scholarship, character, leadership, and service. Women likewise qualified were eligible to membership in Cardinal Key. There were also a number of service clubs and organizations, such as the Y. W. C. A., the Newman Club, the Christian Federation, the Panhellenic and the Interfraternity councils, and the Veterans' Club. The Key of Excellence was awarded by the Men's Dormitory council for distinguished citizenship in the dormitory group.

Concord College did its part in World War II. Starting in 1939 with the preparedness program, in cooperation with nearby Princeton Air Field it offered instruction in the Civil Pilot Training Program to volunteer students in civil aeronautics, as a result of which about 100 were licensed. Following the declaration of war this service was reorganized as the War Training Program and beginning on July 1, 1942, and ending in June, 1943, about 200 men were trained under college supervision. Beginning in March, 1943, and extending through June, 1944, the College, with the aid of a full quota of Army officers, trained air cadets in detachments of 200 for twenty-week periods, as a result of which 870 men qualified in the sixteen-month period during which the program was maintained. Several hundred boys were either drafted or volunteered, and a number of girls joined branches of the military service. The faculty participated in various drives; the extension service was expanded, the total enrollment moving from 214 in 1942-43 to 689 in 1943-44; and thirteen staff members participated.

There were 48 student and alumni casualties, namely: Paul Adamos, James L. Allen, Joseph Morris Beavers, Donald Marvin Beeler, Boyd Boggess, Jr., Thomas Frederick Brown, Dahlmain J. Carter, Varney Darwin Cline, Gerard Clohessy, James Wm. Cokalis, Marcel B. Cook, August Copleo, Edward S. Doan, Robert W. Elmore, Anthony J. Epp, Leck Mussick Evans, Vincent Finewood, Fred K. Getz, Joseph A. Glover, Jr., Wm. Howard Gordon, Fred Hatfield, Wm. P. Jones, Wm. A. Keane, Jr., Joseph Price Kelly, Price Hampton Lambert, Harold Lloyd Lane, Melvin Grey Livesay, James Robert Long, Wm. Fred Luttrell, Newton Dennis Marsh, Jr., Baxter McNeer, James Edward Murphy, Ralph Charles Navicki, Robert Raymond O'Brien, Buster Vincratos Pandal, Harvey T. Pardieu, Edward Max Price, Clinton Thomas Richmond, Wendell E. Roberts, Jr., Merle E. Rudy, Jr., Sam Ralph Smith, Rouhier E. Spratt, Harry C. Thomas, Joe P. Tolliver, Virgil Louis Weeks, Dana C. White, Rush Truman White, and John Lee Whitman.

The reconversion was largely the work of the new president. An alumnus, A. B., and M. A. of West Virginia University, for years he had been a successful schoolman and a leader in the State Education As-

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sociation. Because he did not come directly from college circles a number of persons were apprehensive regarding his fitness, but he moved forward in the steps of his predecessor. While anticipating the return of intercollegiate athletics, social fraternities, and other student activities of the pre-war period, he regarded the administration of the instructional program of the post-war period as wholly unlike anything in the pre-war period. While not indicating what the peacetime pursuits of the college should be, he was confident that they would be different from what they had been. He therefore favored a long range program.

First concern was however for the veterans, to provide them with housing facilities through cooperation with federal agencies. The usual credits were given for war experiences, and special courses on non-college levels were offered for those who lacked the required entrance credits. With a view to guiding individuals and organizations more effectively a dean of men in the person of Wm. S. Wooddell was added to the administrative staff; primarily to aid those who wished to continue their education, extension work was continued when and where requested by a sufficient number of persons; for the first time in the history of the College a field service program was established to aid Concord graduates and any teacher in its service area; completion of the science building approved by the 1945 legislature, was recommended; and although some thought physical education and music were overdone, the offerings were expanded and the legislature was asked to appropriate \$150,000 for a music building.

Because of the veterans, the post-war enrollment tended to equal that of the pre-war period, the totals for 1945-46 and 1940-41 being 516 and 635, respectively. As usual, the attendance was largely regional, but 29 of those enrolled in 1945-46 were non-residents, 19 of them from Virginia. Generally student activities in the post-war period duplicated those of the pre-war period. To the surprise of many persons, this was true of the veterans.

Not including those in the laboratory schools, the post-war teaching staff was composed of 36 persons, of whom only five held earned doctorates. Of the others, 24 held M. A. degrees, ten of them from West Virginia University. The administrative staff, including the librarian, the assistant librarians, a nurse, a financial secretary, a physician, a dean of the College, a dean of men, a dean of women, etc., was just half as large as the teaching staff. With the size of the administrative staff remaining constant, the teaching staff increased to 52 in 1948 and the number of teachers holding earned doctorates to eight with seven others near that goal.

The Concord Alumni Association was organized on July 21, 1881, for the purpose of establishing the "Concord Annual School Reunion."

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In keeping with this purpose meetings featured by banquets and addresses, were held annually thereafter. With Geo. W. Bryson as president, the Association was reorganized in 1948 for the expressed purposes of promoting the general welfare of the College and of raising funds for the erection on the campus of a memorial chapel in honor of those "Who offered all and gave all for Freedom." Among past presidents of the Association are Fletcher Mann, Beckley; A. A. "Cousin Abe" Lilly, Charleston; C. H. Archer, Princeton; Dr. Harvey Rice, Oswego, New York, and S. J. Higgenbotham, Chattanooga, Tennessee.

In recent years the "Concord He-Man's Association" tended to eclipse all others. This organization was formed in 1924 by President C. C. Rossey, the honorary first president. At first the membership included only local business and professional men and members of the faculty and students who were deeply interested in the College. In 1948 it included business and professional men from all parts of the state and persons in every branch of the state government. The annual meetings were held in July at Mercer Healing Springs, about two and one-half miles from Athens, and were featured by picnic dinners which provided sufficient revenue to maintain the organization and its unique initiation ceremonies.

7. WEST VIRGINIA STATE

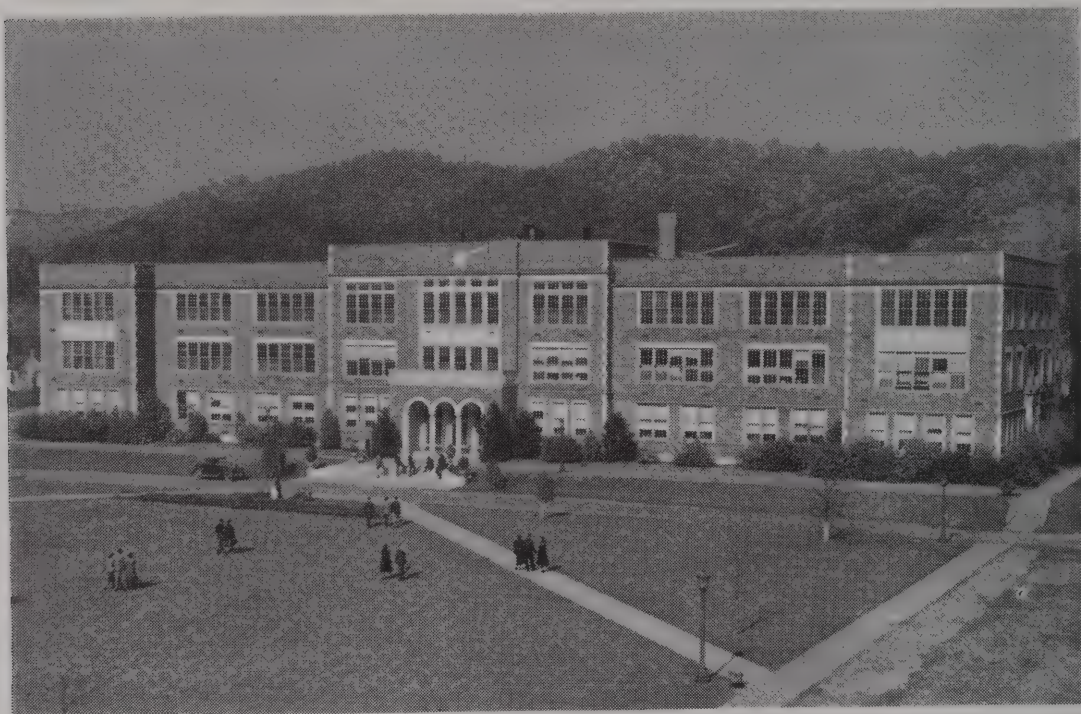
During this entire period this institution was administered by Dr. John W. Davis who emphasized an "internal and intensive academic" program. To determine progress records were graphed and otherwise reduced to objective measurements with noticeable improvements in the quality of teaching. These experiments were subsidized by the General Education Board and by the Julius Rosenwald Fund and directed by a cooperative plan of teaching sponsored by Ohio State University. An allowance of \$15,000 from the Rosenwald Fund for the library was helpful. Because of the primacy of the College among land-grant institutions for Negroes, it was a model throughout the United States.

The prestige of the College had a better foundation however than mere primacy. Beginning in 1930 there was a noticeable trend in its offerings from specialized vocational courses to a more general program designed to prepare for the professions and for cultural courses. To accommodate this trend Lower division co-curricular courses were offered in the social and the physical sciences and in arts, and the pre-professional courses were expanded. Meanwhile the teacher-training program was strengthened to a point where it was "the only one in our state authorized to meet certain high and elementary demands for teachers."

The greatest progress was in the physical plant. First came a barn and other buildings for the department of agriculture, followed by a vo-

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cational building completed in 1931 at a total cost of about \$125,000. Except the installation of a campus lighting system in 1932, no additional major construction was attempted until 1936, when ten self-liquidating residences were built for teachers at a total cost of about \$65,000. In the same year, by use of federal funds, work was commenced on two self-liquidating dormitories: Hill Hall for 137 women and Prillerman Hall for 150 men. They were completed in 1938 at a total cost of \$250,000.



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The most important of the new structures was the Health, Physical Education and Safety Building, otherwise known as Fleming Hall. It was completed in 1941 at a total cost of about \$400,000 and was then one of the largest and best equipped structures of its kind in the state. Among the features were a swimming pool and a basketball court. The Playhouse, completed in 1942, for classes in dramatics was built almost entirely from materials salvaged from Old Fleming Hall which had been dismantled and removed. During the Depression and until well into World War II small sums were spent to condition the campus and keep the buildings in a state of repair. In 1948 the reproduction value of the plant was about \$3,000,000.

But for the Depression and World War II, the physical growth of West Virginia State College would doubtless have been greater. With an enrollment less affected by these calamities than that of any other

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educational institution in the state, in 1946 the administration sponsored a building program calling for an expenditure of from \$2,000,000 to \$3,000,000, most of it for a library, additional dormitories, a science hall, and a student union. Interest centered however in a new health center and an athletic building to cost about \$225,000. According to present plans this building will be a brick 202 by 196 feet containing a filter swimming pool 75 by 30 feet surrounded by seating space for 1,000 spectators, a main gymnasium 94 by 77 feet with seating capacity for 2,500 persons, and three small gymnasiums each 25 feet square. In addition, the building will contain locker rooms for both men and women students, complete toilet and shower room facilities, a health service department, examination rooms, and a number of offices. The expenditure is justified on the score that increasing emphasis should be placed on physical health for national defense.

The new building program made no provision for graduate work. Because of a provision of the state constitution forbidding co-racial education, Negroes who pursued graduate work and professional courses were therefore forced to leave the state, but it paid their tuition and matriculation fees in approved institutions. However, since the decision of the United States Supreme Court in the *Gaines Case* denying to Missouri the power to exclude Negroes from public maintained institutions of learning intended primarily for whites, when similar facilities were not provided for Negroes, an increasing number of Negroes enrolled in the professional schools and the graduate school of West Virginia University.¹⁶ The first such enrollment was in the second semester of 1938-39. To date only three Negroes: K. B. James (1941), W. O. Anderson (1942), and J. R. Rankin (1948), have received graduate degrees from the University, and the total enrollment has not exceeded fifty.

Failure of Negroes to make larger use of the graduate and professional facilities of the University was due largely to the intervening wars and to the fact that their rights and privileges under the court decision were not, in keeping with understandings among leaders of both races, given wide publicity. In a like manner and for similar reasons, the act of February 27, 1929, changing the name of the Colored Institute to West Virginia State College and requiring the state board of education to establish and maintain in the latter "such professional and graduate school and college courses of study as may be expedient and possible," was a precautionary measure. As intended State College did not avail itself of its provisions. Instead, the president was a potent factor in formulating a policy to have only one state maintained university in West Virginia. Accordingly, he opposed an irregular proposal to appropriate \$2,000,000 to finance a graduate program at West

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Virginia State College. He was more interested in the increasing number of requests from white persons for permission to enroll in that institution so as to take advantage of its accessibility and its offerings, particularly the vocational. In conformity with this policy, the state supervisor of Negro schools regarded the admission of Negroes to the graduate and the professional schools of the University as "probably one of the most significant developments in higher education in the United States."

The faculty of State College was however adequate to a graduate program. In 1941-42 it was drawn from the leading universities of Europe and America and composed of sixty members, five of whom held earned doctorates: two from Northwestern University and one each from Harvard, Ohio State, and Cornell universities. Forty-four



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members of the teaching staff held M. A. degrees, of which seven were from Columbia, five from Chicago, four from Ohio State, two from Harvard, and one each from as many other universities as there were additional degrees. Most of the remaining members had done graduate work. Since March 18, 1927, the College had been a member of the

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North Central Association of Colleges and Secondary Schools. It was also a member of The American Association of Colleges, of the Association of Colleges for Negro Youth, and of the American Council for Education. An increasing number of its graduates were seeking graduate degrees in out-of-state institutions and members of the local faculty were contributing to knowledge through published books, monographs, and bulletins.

Out-of-state contacts by members of the faculty and the president were even more effective in widening the influence of the College. Beginning about 1930 several members of the faculty served as chairmen and members of national organizations. In the war period Professor Paul J. Moore was drafted for service in the U. S. Office of Education and, together with Professor William J. L. Wallace, served on a special commission of the American Council of Education to formulate cooperative chemistry tests for use in the colleges and the universities of the entire country; Professor Thomas E. Posey delivered a series of lectures in the University of Wisconsin on workers' education; and Professor J. C. Evans was given a year's leave to serve as Civilian Aide to the Secretary of War.

In all these contacts the President was most in demand. Among other things, he was a member of President Herbert Hoover's Organization for Unemployment Relief and also of the National Advisory Committee on Education which, in October, 1931, made a nationally discussed report. At the same time he was a member of the National Advisory Committee on Negro Education appointed by the Commissioner of Education. In the War period he was a member of the Division of Higher Education of the U. S. Education Wartime Commission, and in 1942 he addressed the Charleston (W. Va.) Conference on Education for Victory. From time to time thereafter he conferred with state and federal authorities on the war and the reconstruction program.

In 1941-42 the College offered ten degrees, viz: the regular A. B. and B. S.; A. B. and B. S. in education; and B. S. in agriculture, business administration, home economics, mechanic arts, industrial arts, and music. Students who expected to enter the professions were advised to take a full four year course. The courses were offered in four divisions of related departments, as follows: 1. Applied arts and sciences; 2. Languages, literature, and fine arts; 3. Natural sciences and mathematics; and 4. Social sciences and philosophy. There were candidates for all of these degrees except that in industrial arts, but there was only one candidate for the B. S. degree in agriculture, four for the B. S. degree in mechanic arts, and five for the regular B. S. degree. Thirty-nine received the B. S. degree in education, 31 the A. B. degree in edu-

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cation, and 23 the regular A. B. degree. Twelve persons were graduated with diplomas from the teacher-training high school.

With a total enrollment of 976 in the regular session of 1941-42 there were 564 non-residents. They came from twenty-eight states and the District of Columbia. With 73, the largest number was from Ohio, followed by Virginia with 63, Pennsylvania with 54, New Jersey with 53, Illinois with 39, and New York with 33, but the following year Missouri with 92 took first place. The major programs and interests of the College had thus a wide appeal, and the Semi-Centennial program, extending from March 16 to May 3, 1941, was featured by addresses by national leaders in "one of the most impressive exercises of the kind ever attempted by Negroes in this country." Following upon the heels of this exercise Fleming Hall, the new health, physical education, and safety building was dedicated in a series of exercises beginning July 21, 1942, and extending through a week. They were directed by Dr. William J. L. Wallace, administrative assistant to the president.

The outer walls of the College within the state were being strengthened meanwhile through a program of extension work based on the belief of the president that a land-grant college should be directly helpful to those who support it. Prior to 1938 the College had offered "a small amount of extension and correspondence work of an academic nature," but it then began a mining extension program consisting largely of short courses and demonstrations, which in the course of a few years reached, either directly or indirectly, more than 80% of the 20,000 Negro miners in the state. With the dedication on July 26, 1942, of the Washington Carver State Four-H Camp at Cliff Top, Fayette County, the College expanded its extension program to include Four-H club work, women's club work, and food production. From the College and the Four-H Camp centers, home demonstration and Four-H club agents supervised work in thirty-two counties and aided thousands of people in their efforts to better living.

In the war period the work in cooperative extension was organized into a regular division under the immediate direction of L. A. Toney. He was assisted by Carl T. Hairston, director of the Washington Carver State Four-H Camp, by nine home demonstration agents, by seven mining extension instructors and supervisors, and by six club and agricultural agents. The work was subsidized by the federal government but the centers were state owned and maintained. In 1948 the entire program of agricultural extension was under the general direction of J. O. Knapp, director of the Cooperative Extension Service of West Virginia University.

The College was thus in good position to do its part to aid the war effort. On the day following Pearl Harbor it went on a wartime basis,

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and soon thereafter it was operating on an accelerated program which, in addition to the regular offerings, embraced civilian defense courses, health and physical education programs, pre-induction training, consumer education conferences, and national defense courses including instruction in welding, internal combustion engines, electricity, mathematics, chemistry, physics, mechanical drawing, and in growing victory gardens. In aid of these programs the War Department established in the College a senior unit of the R. O. T. C. Field Artillery which at the time was the only one of its type in the country approved for a Negro college. To facilitate this program that portion of the A. B. White Trades Building left after making room for the physical education building was converted into an improvised armory.

While faculty members were continuing extra-curricular activities, the campus war efforts were intensified. Among other things, the College, beginning July 20, 1943, gave basic training in engineering to 177 soldiers under the A. S. T. P. program; through cooperation with the state department of education and the U. S. Office of Education it helped to place a large number of men in training centers; and the work of its R. O. T. C., Senior Unit, was awarded an "excellent rating." Moreover, the College pointed the way in civilian war activities, particularly with respect to the return of war veterans. On December 14, 1945, it honored its veterans in a public program in which a citation was presented to Isiah Wilson of Sharples, West Virginia, a member of the Veteran's Club, in recognition of the services of the alumni of West Virginia State College. Later a citation was presented to Lieutenant Colonel George Spencer Roberts, commander of the 99th Fighter Squadron and of the 332nd Fighter Group of the Army Air Force, for being the most outstanding State College soldier in World War II. There were ten student and alumni casualties, namely: Thomas Cleveland, Robert Crozier, George Deane, Jerome Edwards, Langden Johnson, Oliver Johnson, Mac Ross, James Slater, Glenn Thompson, and Johnson Wells.

Following the war chief concern was for the veterans. For their benefit instruction in the regular courses was accelerated and intensive instruction was given in a dozen or more vocational courses including auto mechanics, barbering, brickmasonry, painting, plumbing, dairying, swine production, etc. In addition to these, courses were offered in a score or more fields leading to quick employment. Veterans were also given individual attention and guidance under the direction of D. P. Lincoln who served as Veteran's Coordinator; the R. O. T. C. was retained; and all physically fit persons were required to enroll in the basic two year course. While continuing to offer the elementary and secondary education degrees, the College then added a single curriculum degree en-

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abling the recipient to teach at either the elementary or the secondary level.

Unlike other institutions, student life in West Virginia State College was not greatly affected by the war. Skipping almost entirely the literary society stage, student extra-curricular activities, beginning in the 1920's, found expression through literary, dramatic and departmental clubs. In 1947-48 there were four social fraternities: Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, and Phi Beta Sigma, and five sororities: Alpha Kappa Alpha, Delta Sigma Theta, Phi Delta Kappa, Zeta Phi Beta, and Iota Phi Lambda. No person, except transfers who had completed one full year of work, was permitted to join a fraternity or a sorority until he or she had completed the freshman work.

In addition to the social fraternities there were a number of other groups including a number of honorary Greek letter fraternities, the College Historical Society, the John Dewey Society, the Chamber of Commerce, Le Cercle Francais, El Circulo Espanol, and Die Deutsche Gesellschaft. The Y. M. C. A. and the Y. W. C. A. had been active since 1912. There was more interest in music than in any other educational institution in the state, except Concord College. The College band, organized in 1931 and discontinued in 1938, was revived in 1947.

The Yellow Jacket, the College newspaper, was published regularly since 1930 by a student board as a project in journalism. *The Quill*, published from time to time since 1937, was a project in creative writing. Prior to World War II, *Das Deutsche Blatt* was published by students in the department of German. In 1948 a College annual was added to the list of student publications, and students were then making use of the offerings in printing in the department of industrial engineering.

A number of factors tended to retard intercollegiate athletics at West Virginia State College and its parent institutions. For some years there was no gymnasium; playing space was limited; and it was always difficult to arrange schedules. Then, too, many students used their spare time to earn their way, student self-help being an important factor in the growth and the success of the institution.

Despite these handicaps West Virginia Colored Institute had a football team in 1901 when, under the coaching of J. C. Gilmer, it defeated the Parkersburg Colored Athletic Club professionals by a score of 11 to 5. With former principal Hill as the coach, it defeated a Storer College team in 1902 by a score of 3-0 in its first intercollegiate contest. A Tuskegee team was defeated (9-6) in 1908, and with John E. Kenna, Harry Anderson, James Nutter, and Morgan Gardner, white fans, taking turns at the coaching and working without pay, except their expenses, there were regular teams thereafter to World War I. With the completion in 1916 of Lakin Field and a grandstand, the Collegiate Institute played six games

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of intercollegiate football and produced its first All-American player in the person of Leonard Hughes, now a pharmacist in Kansas City, Missouri. At the same time space was provided for tennis and low-organization games.

World War I was a setback to intercollegiate athletics at the Collegiate Institute, but there was a rapid recovery in 1921 when Adolph P. Hamblin, the new professor of biology, became the assistant football and the head basketball coach. Professor Hamblin, popularly known as "Ham," was an A. B. graduate (1920) of Knox College, Galesburg, Illinois, where he earned letters in football, basketball, track, and baseball and was, for one year following his graduation, head coach in baseball and assistant coach in football and basketball. Although his basic interest was his professorship, he was given charge of the intercollegiate athletic program at the Collegiate Institute, and as head coach of baseball from 1922 to 1928, of basketball from 1921 to 1932, and of football from 1922 to 1942, put that institution on the intercollegiate athletic map. In doing so his teams won the National Intercollegiate Football Championship in Negro colleges in 1924 and in 1936 and the Midwest Conference Football Championship in 1936. Largely because of his efforts West Virginia State College produced more All-American players (eighteen) than any other Negro college in the country. During the last quarter century most of the Negro football and basketball coaches in West Virginia were coached by "Ham."

Although proud of its intercollegiate athletic record, the recent trend at West Virginia State has been to a physical education program for all students. Since 1921 all forms of athletics were under the immediate supervision of the director of physical education. With the completion of Fleming Hall in 1941 the physical training program tended to become more intramural than intercollegiate. All freshmen and sophomores were required to take a minimum of two hours weekly in directed physical education. All juniors and seniors were required to take two hours of elective sports; and no physically fit person was permitted to graduate who could not swim.

With the organization in 1924 of the student council, the student body was given a large part in determining its affairs, but the students are still (1948) largely amenable to faculty rules and regulations and to student traditions. For instance, they are not permitted to smoke in any of the buildings of the College, except in dormitory rooms designated for smoking. As in no other institution in the state, including most of those under church control, this rule is enforced. Attendance at the regular Wednesday and Sunday evening religious exercises and the Tuesday and Friday morning assemblies is compulsory. No student is permitted to have firearms and deadly weapons, a regulation which does not apply to R. O. T. C. equipment used under supervision of Army officers.

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Having been an accredited institution for almost twenty years and having meanwhile won the confidence of educators within the state and in the country at large, State College entered the post-war years flushed with confidence in its ability to do more than ever for mankind. To that end the administration took pride in the fact that three members of the faculty had recently been awarded doctorates from as many leading educational institutions, bringing the number of faculty members holding such degrees to eleven.

On the other hand, the College was proud of the fact that it had conferred only two honorary doctorates: one on Mary McLeod Bethune, Educator and Humanitarian, and the other on Roland Hayes, the popular tenor. At an "Honors Convocation," May 16, 1948, honorary degrees were however conferred on Anna Eleanor Roosevelt, President Irvin Stewart of West Virginia University, and President Henry Lake Dickason of Bluefield State College. At the commencement which followed two weeks later the D. S. degree was conferred on Percy L. Julian, Spingarn Medalist.

The student enrollment for 1947-48 totaled 4,778, (2,063 men and 2,715 women) and was drawn from thirty-one states, the District of Columbia, and two foreign countries (Canada and Haiti). The largest number (3,534) was from West Virginia and the next largest (193) from Virginia. Other states with large enrollments were Ohio, 159; Pennsylvania, 142; New York, 82; North Carolina, 76; New Jersey, 70; Florida, 66; Michigan, 58; Kentucky, 46; and Illinois, 38. There were 61 from the District of Columbia, two from Haiti, and one from Canada. Of this number 2,731 (2,022) women were enrolled in cooperative extension; 390 were pursuing the A. B., 335 the B. S., 324 the B. S. in business administration, 266 the B. S. in education, 133 the B. S. in mechanic arts, 110 the B. M., 93 the A. B. in education, and 52 the B. S. in home economics curriculums. Only 18 were enrolled for the B. S. degree in agriculture, only 30 in pre-profession courses (dental, medical, and law), and there were 18 specials.

Much of the confidence to deal with the situation was based in the securities of tenure of both administrators and teachers. Apropos of this point, State College has had only two principals, two acting principals, three presidents, and one acting president in its entire history, whereas the University had ten presidents, six acting presidents, and one vice-president (acting) in the same period. Moreover, the principals and acting principals of State College came early in its history. Since 1898 it has had only three presidents and one acting president who served for a short period before becoming president.

West Virginia State alumni were active intermittently in response to high spots in the administrative programs. In recent years an increasingly large number of alumni aided the athletic program by providing

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scholarships for likely athletes. For some time a larger number were interested in employing a full-time alumni secretary. In 1948 the Association, under the leadership of the president, E. A. Bolling, was planning to join the National Alumni Association of Negro Colleges, first organized in 1945.

8. BLUEFIELD

The college enrollment of this institution having increased from 281 for 1922-23 to 664 for 1929-30 and that for the standard normal course for the corresponding years from 171 to 255, the 1931 legislature changed its name from Bluefield Colored Institute to Bluefield State Teachers College. The change was however a recognition of an accomplished fact, for the Institute had, by authority of the state board of education, already conferred fifteen B. S. degrees in education—eight in 1929 and seven in 1930. But it had at the same time conferred for the respective years 40 and 44 standard normal diplomas. Although the short term normal diploma had been abolished and the secondary work had in 1930-31 been completely separated from that of the College, a baccalaureate degree for all graduates was far removed.

The designation of the Institute as a teachers college being somewhat premature, the responsibility of the staff was obvious. Before developing the new curriculum it was deemed necessary however to determine the character of the clientele to be served. Among other things, the findings revealed that 76.8% of the Negro population of West Virginia, as of 1930, resided within one hundred miles of Bluefield and that 73.7% of the 35,634 Negro school population was in the same area. It was largely as a result of these disclosures and of a confirming study made by the State Education Association that the state board of education, with obvious implication, in 1934 recommended that Bluefield State Teachers College be "enlarged in its offerings and strengthened in its faculty."

Development into a first class teachers college was however more than a matter of designations and recommendations. The character of the field to be served having been determined, it was largely a matter of curriculums and of ability to develop them. All secondary work was abolished in 1933, but there were that year only 26 B. S. degrees in a total of 68 graduations. It mattered not that the institution was the largest of its kind in the United States. It was still largely an old time normal school, as indicated by the fact that no degrees in home economics, business administration, and music were conferred until 1933. The first degree in music was conferred in 1936.

During the ensuing years the number of those graduating with B. S. degrees in education increased, as did also the number of those graduating with B. S. degrees in special fields, and in the 1940-42 biennium only 23 graduates in a total of 164 were recommended for standard normal di-

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plomas. Despite these approaches to college status, the institution had not been accredited. It was however approved by the state board of education of West Virginia and by similar boards of other states, and it was located in the midst of the large Negro population of the "Billion Dollar Coal Empire" of the Pocahontas coalfields.

A number of factors contributed to the comparatively arrested status. Among other things, the legislative appropriations were inadequate. As a consequence salaries were far below the average for the state, thus making it difficult to command the best teaching talent. Destruction of the library building, Mahood Hall, by fire on April 23, 1937, was a calamity. Not only were all the books and periodicals belonging to the College destroyed, but with them went also the College auditorium and the quarters used by the home economics and the physical education departments and by the Genoa High School, a teacher training unit. Failures of the school to qualify for membership in standard accrediting associations were attributed largely to the destruction of Mahood Hall.

Despite physical misfortunes and professional handicaps, the leaders were aware of the changing educational needs. In response thereto the curriculum was expanded by the addition of new courses in arts, science including mathematics, physical education and health, and the social sciences and of special units in first aid, home nursing, and nutrition. Thus the College became something more than a teacher training institution, and in 1943 it too was elevated to college status under the name Bluefield State College. In January, 1947, it was accredited by the American Association of Teachers Colleges, now the American Association of Colleges for Teacher Education.

The development to college status was facilitated by growth of the physical plant. In 1931 the administrative offices were moved to Conley Hall, completed in 1930, to provide classrooms, laboratories, and storage space. Payne Hall, a federal project completed in 1937, provided housing accommodations for about 100 men, and Woman's Hall, a federal project completed in 1939, cared for an equal number of women. A new library unit was provided by a west wing extension to Conley Hall, and Arter Gymnasium, completed in the same year, provided locker and storage space, rooms for visiting teams, and an assembly hall with a seating capacity of about 700. There was also the President's House completed in 1930; four self-liquidating faculty residences built in 1936 by the use of federal funds; and the "Co-op" quartered in a small building near Conley Hall. The Girls' Cottage, a town residence housing 15 girls and a matron, was later abandoned, as was also the amphitheater athletic field. Beginning in 1939, all intercollegiate contests were played in the municipal stadium.

Additional buildings and capital outlay were the greatest needs of the College in the post-war period. The need for physical education and vocational education buildings was in fact urgent. The "commodious" li-

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brary building was almost barren of books and periodicals, but it was well lighted. The capital outlay needs, as estimated by the president in 1945, were in excess of \$2,500,000. Although the need was urgent, he objected to the use of federal funds for conditioning ten trailers and a two-story family residence for the use of married veterans and for the conversion of two 16-unit barracks for the use of single veterans. Instead, he believed that a part of the funds should have been used at once to recondition Lewis Hall which had been abandoned for dormitory use because of its hazardous condition. In compliance with his recommendation Lewis Hall was reconditioned in 1946 and was in use in 1948.



AERIAL VIEW, BLUEFIELD STATE COLLEGE

Although the state board of education and its advisors kept in close touch with the Bluefield institution, most of its progress in this period was a product of its administrative and teaching staffs, neither of which was disturbed by insecurity of tenure. In 1936 the incumbent president, Henry Lake Dickason, A. B. and M. A. of Ohio State University, who had been registrar from 1917 to 1923, dean of the College since 1919, vice-president since 1923, and a member of the faculty since 1914, succeeded President Sims in the capacity of acting president. The following year he was made president.

President Sims had meanwhile been the financial secretary and in 1937 he was made field agent. He served in the latter capacity until 1943, when he was made president emeritus. He died on April 23, 1944. In 1921 Hamilton Hatter, the first principal, returned to the campus as chief custodian. He served in that capacity until 1933, when he was made

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president emeritus. He died on September 21, 1942. Other administrative officers and employees, including secretaries, clerks, deans, physician, etc., to the number of eighteen in 1942-43, were equally secure and perhaps too numerous.

Among teachers who contributed to the success of the institution through years of service were Mrs. Stella J. Sims, wife of President Sims, who taught biology and nature study; D. F. Dunlap, science and agriculture; Trixie Jean Warren, music; Chas. R. Gilbert, biology; Theodore Mahaffey, commerce; Wm. F. Nowlin, social sciences; Othello Marie Harris-Jefferson, education; and E. Maybelle Smith, home economics. Beginning in 1925 Professor P. C. Johnson was for more than ten years in charge of the normal training department, and from 1933 to 1947 Joseph Dodd, who had a national reputation, taught art.

Inasmuch as the Institute did not attain junior college rank until 1920, it did not offer summer school courses, except in 1910, until 1923. During the ensuing six years the summer school enrollment was somewhat constant around 225, but in 1930 it rose to 262. In the course of the ensuing eight years it reached almost 400, but it dropped to about 200 in each of the three pre-war years. In 1947 it was 359.

Because of the local opportunities and the example of other state institutions, the College and its antecedent institutions could well have justified large programs in extension and in correspondence work; but they did not offer correspondence courses at any time, and extension courses were not offered until 1920-21 and at no time on a large scale. In 1935-36 the school was offering extension courses in Logan, Beckley, Hinton, Welch, and Williamson, which were reported to be rendering "a signal service." Following the adoption in that year of state board of education rules and regulations for conducting the work, the enrollment increased and remained comparatively high in the war period, but it fell to less than 100 in 1945-46. For 1947-48 it was 109.

Including 200 summer school and 219 extension students the total enrollment for 1941-42 was 763. Of the 344 full-time students 163 were from Mercer county, 65 from McDowell, 25 from Fayette, 19 from Raleigh, and 14 from Logan counties. There were small numbers from nine other West Virginia counties and 23 from six other states and the District of Columbia. Of the out-of-state students 15 were from Virginia.

In 1947-48 the total enrollment including summer school and extension, was 1,127. Of the full-time students 207 were from Mercer County, 92 from McDowell, 47 from Raleigh, and 35 from Fayette counties. The out-of-state attendance had increased to 181, of which number 123 were from Virginia and 15 from North Carolina. The others came from nineteen states and the District of Columbia.

A student elected council supervised student elections, student welfare, and social matters, and had a voice in discipline. With a weekly

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program in charge of the students, chapel attendance was compulsory. The Aesthetic Club, organized in 1929 to promote scholarship and cultural activities, was the first student organization on the campus. In 1948 there were eighteen for men and women, ten for women, and eight for men. Of these four were Greek letter fraternities: Alpha Phi Alpha, Omega Psi Phi, Kappa Alpha Psi, and Phi Beta Sigma, all national. There were also four sororities: Alpha Kappa Alpha, Zeta Phi Beta, Delta Sigma Theta, and Iota Phi Lambda, also nationals. Each student was encouraged to belong to a club or a social group. Beginning in 1937 the student council and the press club published *The Bluefieldian*, a monthly magazine, which in bound form served as a yearbook. There were no issues in 1938 and they appeared irregularly thereafter.

Inadequate grounds arrested interests in intercollegiate athletics and college sports, but the College had a football team in 1914. In 1927 it won the national football championship in its class and it sponsored a football team except one year during World War II. Basketball was introduced in 1910 by a woman member of the faculty as an intramural sport and became an intercollegiate sport in 1921. The girls had an undefeated basketball team in 1924. Baseball was introduced shortly after the school was established and was played irregularly to 1931 when it was discontinued. Tennis was played since 1925, and track was introduced in 1945.

During World War II Bluefield College accelerated its program; faculty members and students participated in war drives; a number of coordinated and new courses were offered; several hundred alumni and former students entered the armed services, one of whom, Ralph Wilson, went from a private to a major; and the president and one member of the faculty served on state and national committees and commissions. The president was secretary of the Mercer County draft board from 1940 to 1946. Although more than 130 students participated, there were only two casualties: Atron Hill and Eugene Pickett.

With 157 veterans enrolled in 1946-47, the most encouraging feature of the post-war setup was the improved personnel of the instructional staff. With the number of members composing the administrative staff remaining unchanged, the teaching staff increased from 22 in 1941-42 to 29 in 1947-48; three members, including the president, held doctorates and several others were actively pursuing that degree; not including those who held doctorates, 25 held M. A. degrees, six of which were from Ohio State, four from Columbia, and three from Iowa State universities. There were also 26 cooperating instructors in the teacher training school, four of whom had graduate training in West Virginia University. The College was applying for membership in the North Central Association of Colleges and Secondary Schools.

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Since long before Bluefield State became a college, its chief source of strength was in its alumni. With W. C. Mitchell as the first president and Geo. W. Runion as the first secretary-treasurer, they formed an association of twelve members in 1908, which increased to more than 2,000 in 1947. The succeeding presidents were: Roscoe Harrison (1916-18), Mrs. Rose Hobson (1918-23), Edgar Barrier (1923-27), and Dr. P. G. Howard (1927-). In 1947-48 the Association was functioning through eleven organized units, six of which were out-of-state. In addition to boosting attendance it sponsored a student loan fund.

OTHER STATE SCHOOLS

1. POTOMAC

In keeping with its "strictly junior college status" the offerings of this school were limited in 1930-31 to two years and to courses classified by the University as Lower division. They were offered in four departments: arts and sciences, business administration, agriculture, and music. The arts and sciences courses were largely pre-professional leading to law, medicine, dentistry, and education. They included also basic courses in engineering. The two-year course in business administration was of a practical nature designed to qualify persons for secretarial and managerial positions and that in agriculture followed the pattern of work in the University College of Agriculture. Instruction in music was restricted to voice and piano. For lack of space courses in home economics were not offered until 1934, and that too despite the fact that such instruction was required by the legislative act establishing the institution.

In keeping with this program and the state constitution all teacher courses were eliminated in 1929-30, and the annual summer school, operated since 1922 primarily on the secondary level, went after 1932. Work on a semi-secondary level continued however in the "West Virginia Farm School." There were no requirements for entrance to this school and the course of instruction was purposely indefinite. An effort was made meanwhile to strengthen the teaching staff which in 1931-32 was composed of eighteen members, three of whom held earned doctorates. Eleven of the others held master's degrees.

It was expected that the elimination of secondary work and the advanced standards would reduce the enrollment but it increased to 290 in 1932-33. Because of the preponderance of men over women the enrollment was somewhat unique. This was explained by the character of the offerings. Aside from the work in music and the straight A. B. work, there was little that appealed to women. The respective figures for 1932-33 were 211 and 79.

The enrollment of Potomac State School declined during 1933-35, and, in keeping with recommendations made by the president since 1932,

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the 1935 legislature changed its name to "Potomac State School of West Virginia University". At the same time supervision, control, and management were vested in the board of governors of the University. Financial and business affairs remained however in charge of the state board of control. The purposes of the consolidation act were to bring about a closer coordination of the work of the Potomac School with that of the University, further to assure the stability of the former, and to initiate a consolidation of the state supported institutions of higher learning.



SCIENCE HALL, POTOMAC STATE SCHOOL, AS PROJECTED IN 1948.

Although the declining enrollment was in part a result of administrative limitations and depression conditions, it was in a larger measure a product of the inadequate plant. In 1931 it consisted of a dormitory (Davis Hall) completed in 1914 with accommodations for about 100 boys; a two-story brick administration building completed in 1919 to replace the Administration Building destroyed by fire in 1917; Reynolds Hall, opened in September, 1925, with accommodations for 40 girls; a chemistry building improvised from a residence; the President's house, improvised from a residence on a lot purchased "in order to square up the campus"; and a physical education building, completed in 1928. There was also a farm of 129 acres. Except the courses in chemistry and those in phys-

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ical education, offered first in 1928-29, all the class and laboratory work was in the two-story administration building, every inch of which, including the basement, was occupied. During the ensuing half decade the president repeatedly called attention to the cramped condition under which the institution operated.

Under these conditions a change in the administration was deemed advantageous, and beginning September 1, 1936, E. E. Church, succeeded to the presidency and K. S. McKee to the deanship. President Church was a public school man of wide and successful experience, who had been principal of the high schools at Martinsburg and Parkersburg, president of the West Virginia Association of Secondary Schools, and president of the State Education Association. Under his direction a somewhat closer distinction was made between the regular college Lower division program and the terminal courses in commerce, business administration, medical technology, and agriculture. Much was made of the fact that Potomac State School was the only publicly supported junior college in the state, and of the fact that it was a small school "catering to students of the middle and lower income brackets" and fostering and preserving traditions of equality.

Largely by use of federal funds President Church enlarged the physical plant. Faculty apartments for six families, begun by President Stayman, were completed in November, 1936. A concrete stadium and a modern shop building, completed in 1941, were resident training projects of the National Youth Administration students. A modern dairy barn was completed in 1940 with institution earned funds, and federal funds were used to build new walks and to paint the buildings. In 1943 the acreage of the College owned farm was increased to 260, which was stocked with a herd of purebred Ayrshire cows, which stood in the front rank of the Ayrshire Breeder's Association for both milk and butter production. Through use of reconditioned barracks living quarters were provided in 1946 for 24 married and 72 single veterans, and a surplus government unit was in 1947 converted into a cafeteria.

Under these conditions the enrollment trend was again upward. With about 40 out-of-state students, most of them from Maryland, and with the men still outnumbering the women about two to one, it reached 296 in 1941-42. There was a noticeable decline in 1942-43. Following the War the trend was again upward. In 1945-46 it reached a total of 458. For 1946-47 the enrollment, including the 1946 summer school established to accelerate the veterans' program, totaled 881, the largest in the history of the School. To care for this enrollment the faculty membership was increased to 32. Of this number, four held earned doctorates. Sixteen of the others held master's degrees.

Although Potomac State did not participate in the regular war programs, both faculty and students were active in the usual civilian war aid

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efforts. As accurately as can be determined, there were however 41 alumni and student casualties, of whom only seven were privates. They were: Elden Bowers, John Boyles, Eugene Brown, Wm. S. Burger, Samuel Carr, Ralph Coffman, Donald Compton, Donald Cookman, James Cox, Roy Davis, Charles Dayton, Hugh Dean, Francis Flanagan, Frances Grimes (W.A.S.P.), John F. Halbritter, Robert Hicks, Dale Ingram, Paul "Tex" Johnson, Boyd Haines Jones, Edward Kelley, Paul Kendrack, Whetzel Kimble, Wm. Kuykendall, Luther Loughrie, Earl McCorkle, Joseph Morrow, Chris Nicorvo, John Offutt, Alpheus Riddle, James Rogers, Dowe T. See, James Sellers, Eugene Shank, Carroll Smith, Cecil Stemple, Roy Stemple, Daniel Sturm, Harold F. Taylor, Joseph Weaver, Joseph White, and Rector Wright.

In 1948 student activities were supervised by the social committee of the faculty with the aid of a student elected council which acted as the executive committee of the student body. The Davis and the Reynolds literary societies, founded in 1903, and named for the original sponsors of the school, ceased to function in the 1920's. Beginning then, the school sponsored intercollegiate debating teams. In 1947-48 most of the pre-professional students belonged to clubs; the "Players," organized in 1919, had a state-wide reputation in amateur theatricals; the "Potomac Singers," functioning since 1926 under direction of the Music Club, were equally well-known; from time to time the students participated in the Annual Winchester Apple Blossom Festival; and the "frequent" convocations were addressed by prominent speakers and entertained by student talent. *The Pasquino*, a fortnightly newspaper, was the work of the journalism department. A yearbook, *Potowmack*, was published in 1927. No additional issue appeared until 1939 when the name was changed to *Catamount*, which appeared annually thereafter.

The social life of the campus was determined somewhat by the interfraternity council composed of representatives from the Greek letter societies. There were two social fraternities: Phi Sigma Nu and Theta Sigma Chi, and two sororities: Eta Upsilon Gamma, a national in its nineteenth year, and Sigma Upsilon Chi, a local. There was also an honorary junior college fraternity, Sigma Phi Omega, which, although a local, had functioned on a high plane since 1923. Membership in it was the highest scholarship distinction on the campus.

Athletics at Potomac State were designedly supplemental to the physical education program. Intercollegiate contests in football, baseball, and basketball were encouraged however. Since Potomac State attained college status in 1920 football was the favorite sport. In that period the "Catamounts" or "Cats," were coached by Carl V. Miller (1920-21), George Parrish (1922-32), Harley O. Staggers (1933-34), and Dana G. "Horse" Lough (1935-). Except the 1921 team which won all its scheduled games but one, the other outstanding pre-World War II teams

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were developed by Coach Parrish in 1928, 1929, and 1932. The ensuing ten years were labeled the "Dark Ages." Dedication of Stayman Field in 1934 was a bright spot featured by the defeat of the "Shepherd Rams" in the first homecoming game. Football was abandoned during 1943-45 but the team emerged in 1946 and for three successive weeks made headlines in sports national ratings. But hopes of a conference title or a bowl bid were blasted in the games with California State Teachers College (Pa.) and the Hilltoppers (West Liberty State College). In 1947 the "Cats" won the Championship of the West Virginia Intercollegiate Football Conference. Courses in physical education were required of all students: two hours of men and four hours of women, and all students who majored in physical education were required to wear physical education uniforms while exercising.

Among faculty members who contributed to the development of Potomac State were: Mrs. Ida F. Menefee who was in continuous service from the beginning of the school, first as teacher and then as librarian, to 1933; W. D. Anthony who, beginning in 1913, taught classes in commerce until 1933, when he became registrar, in which capacity he served until his resignation in 1946; J. C. Sanders who, beginning in 1903, was vice-principal and teacher of science to 1911 and acting principal during the first term of 1911-12; Frank Mauzy from 1922 to 1936 dean of the College and teacher of history and economics; K. "Kirk" S. McKee, professor of sociology and dean from 1936 to 1946 and dean of the College since 1946; E. L. Dayton, since 1937 in charge of business administration and economics; R. L. Dennison, since 1933 teacher of agriculture and farm manager; and D. G. Lough, since 1935 director of athletics and physical education for men.

Through its antecedent organization, the West Virginia Preparatory Alumni Association, the Potomac State Alumni Association was active, except during brief periods, since shortly after the first class was graduated in 1905. A new constitution was adopted in 1910, and others were adopted from time to time to fit the changed programs. As amended in 1927, any person who had attended Potomac State or its antecedent institutions one year was eligible for membership in the Association which was a decisive factor in retaining the school at Keyser and determining its esprit de corps. In 1925 there were 500 alumni members.

2. WEST VIRGINIA INSTITUTE OF TECHNOLOGY

Proud of his achievement in having developed an almost defunct institution into a "high class liberal arts college and an up-and-coming institution," President Martin tried to improve his accomplishments. The physical plant being fairly adequate, his chief concern was the faculty which, in 1932, was composed of 24 members, eight of whom held earned doctorates. Seven of the others held master's degrees, and most of them,

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together with those holding only A. B. degrees, had done graduate work beyond their respective ratings. With the completion of a nine foot stage of year-round navigable water in the Kanawha to Montgomery, President Martin thought that it would, in time, become an industrial center. Accordingly, he recommended that attention be given to vocational training and that the faculty be increased and strengthened in that field.

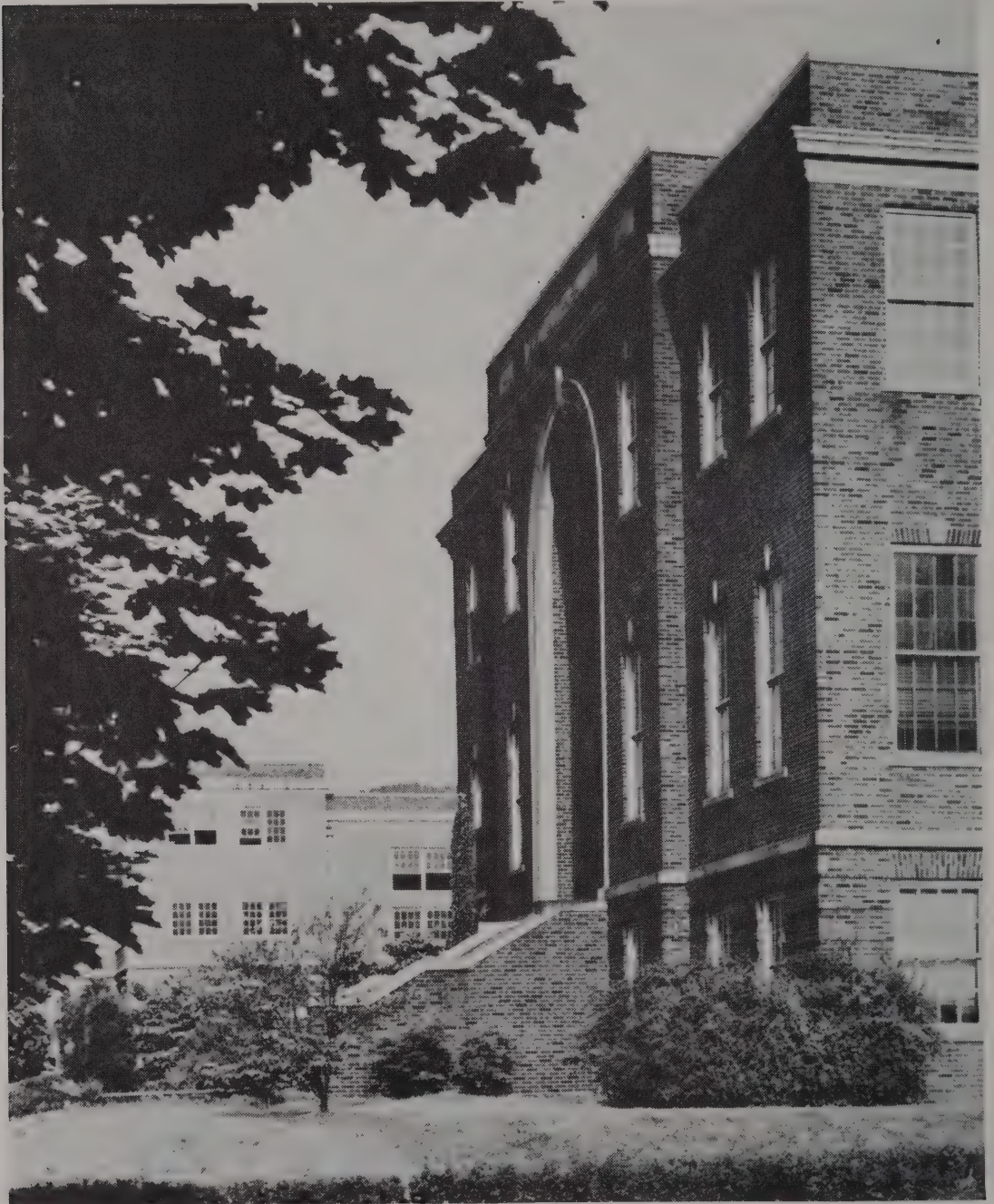
In conformity with these recommendations the state board of education, early in 1933, decided to make New River State College a semi-technical institution and to maintain it on a legal basis. With these ends in view all elementary teacher training was ordered discontinued at once and all high school teacher training was ordered discontinued after two years. President Martin having died in June, 1933, the state board of education elected Edward S. Maclin, a professor in the University since 1921, president of the New River School and authorized him to formulate the new curriculum.

As a core for specialized courses, the "Maclin Plan" provided for a four year general course leading to the A. B. degree. Among the specialized offerings were a four year training course for librarians leading either to the A. B. or the B. S. degree, and a four year course for the training of industrial arts teachers on the secondary level, leading to the B. S. degree. The engineering course was enlarged to include the first two years offered by the University; two-year courses leading to proficiency certificates in electricity, metal working, mining, chemical industries, and printing were offered, together with two-year courses in secretarial work and in accounting. In keeping with a recommendation made then a plan was later worked out with the Laird Memorial Hospital in Montgomery, under which nurses were awarded B. S. degrees.

Through a program of high school visitations and advertising supplemented by extension offerings throughout the service area and by night classes, this program was popularized and the enrollment increased from a total of about 800 for 1934-35 to about 1,000 in 1941-42 which did not include enrollees in an adult education program. Advantage was taken also of available federal funds to expand and improve the physical plant. Thus wooden walks were converted into concrete; the campus was beautified by planting trees and made usable through the grading of walkways; all the buildings were painted inside and out; and reassignments and reallocations of quarters were made possible through extensive repairs; a self-liquidating faculty apartment building completed in 1938 at a cost of \$92,000 provided quarters for thirteen families; and through a federal loan secured by state board of control bonds, "Maclin Hall", a dormitory, with accommodations for 120 students and with quarters for recreational and social centers, was completed in 1939 at a total cost of \$142,000, not including the furnishings. In view of the new objectives completion of the Arts and Crafts building in 1942 was a red-letter day. This was a fire-resisting structure

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with about 50,000 square feet of floor space costing about \$250,000 in state funds, not including about \$65,000 used in equipping it.



WEST VIRGINIA INSTITUTE OF TECHNOLOGY
MAIN BUILDING

Because of the new program and its accomplishments, the alumni and interested persons sponsored a movement to change the name of the institution from New River State College to the West Virginia Institute of Technology. In compliance the 1941 legislature made the change.

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The faculty had meanwhile increased in number and improved in quality. In 1941 it was composed of 34 members of whom six held earned doctorates. Of the others 21 held M. A. degrees, six of them from West Virginia University. Incidentally, the president himself had earned an M. A. degree from Peabody College, and D. B. Kraybill, since 1927 dean of instruction, held an earned doctorate from Pennsylvania State College. However, the Institute had not attained membership in the North Central Association of Colleges and Secondary Schools, and the importance of such an accrediting was minimized by the president who excused its absence by recitals of the accomplishments of the graduates. He found comfort also in the claim that the American Medical School Association rated the students coming from the pre-medical course "as the best prepared . . . of any coming from West Virginia Colleges."

Something of the possibilities and uses of the institution were indicated by its responses to the preparedness and the war efforts programs. A few days after the approval in July, 1940, of the congressional act setting up a special vocational training program for persons entering industrial establishments producing war materials, the College started a number of new classes. By September 1, 1942, it had trained 1,948 persons: 211 in arts craft metal, 356 in machine shop, 522 in welding, 130 in electrical construction, 42 in drafting, and 687 in radio. This program was continued until well into the war period. Partly with a view to bettering war conditions, the Institute, in cooperation with the state department of public safety, the state department of education, and the American Automobile Association, conducted short courses in 1943 and again in 1944 for school bus drivers, that were well attended. The experiment in training high school teachers in the operation of motor vehicles was less successful.

The war period enrollment was disappointing, but with the return of veterans in 1945-46, the feeding and the housing facilities were overloaded 200%. As the situation was desperate, the school made the first application to come from West Virginia for federal emergency housing. By using the tennis courts, parking areas, and other vacant spaces, room was found for 51 units and by converting classrooms, attics, and porches into sleeping quarters, the School was able to accommodate the enrollment which included those in the first accelerated high school program in the state. "The first veterans to complete such a course were trained at West Virginia Tech." As the management was more resolved than ever to develop the school into a strictly technological institution, the situation was not encouraging. The great need was capital outlay for building and equipment, for, as in 1917, the legislature had acted on the assumption that a school of technology was largely a matter of name.

Great as were the physical needs of the changed situation, the curricular needs were perhaps greater and certainly more complex. The

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transition from a teachers' college to a technological institution imposed major curricular adjustments. The responsibility for determining them rested largely with the new president, Menno J. Horsch who, on September 1, 1945, succeeded President Maclin who had resigned to accept a professorship in Marshall College. The new president held a B. A. degree from Earlham College and an M. Ed. degree from the University of Pittsburgh. During twenty-four years he had engaged in public school work in Pennsylvania, nineteen of them in administrative capacities. As was expected, he improved the technical side of the institution by adding courses in refrigeration and air conditioning and in internal combustion engines, and by expanding those in photography, in industrial electricity, and in radio repair and maintenance.

The technical courses were however based on a broad general program. With that in mind courses in music, art, dramatics, speech, etc., were revived, and survey courses in the history of civilization, the social sciences, in biological sciences, the physical sciences, the Humanities, and effective learning were provided. There was great difficulty however in finding a competent staff, for the competition was not only with educational institutions but also with industry with its highly paid personnel. There was also the problem of additional capital outlay for buildings and equipment.

Beginning in 1929 student activities at "Tech" were directed by the Student Council consisting of a president, a vice-president, a secretary, and seven representatives from the four classes. In 1947-48 there were three fraternities: Psi Delta (1923), Beta Kappa Chi (1927), and Sigma Tau Alpha (1929), all locals, and three sororities: Sigma Iota Chi (national, 1925), Delta Theta Pi (local, 1926), and Phi Mu Gamma (national, 1931). There were also three professional fraternities: Epsilon Pi Tau, national industrial (1941); Alpha Psi Omega, national dramatic (1946); and D.A.V., disabled American veterans (1944). Both the Y. M. C. A. and the Y. W. C. A. were nominally active.

Beginning in 1907 as *The Spectator*, a student newssheet, was published intermittently and under various names to 1923. From 1923 to 1927 it was the *Pen and Pencil* which in the latter year became *The Collegian*, a weekly sponsored by the department of journalism. *The Ah-wanah* was published irregularly as an annual since early in the century. After a considerable period of inactivity the annual was revived in 1947 under the title *Bear Tracks*.

Since 1925 "West Virginia Tech" has been a member of the West Virginia Athletic Conference. During most of this time all matters pertaining to intercollegiate athletics were regulated by an athletic council composed of three faculty members, the president of the student body, and the director of athletics who was exofficio chairman. Although the School participated in scholastic athletics in 1901 and made an enviable record in

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intercollegiate athletics in 1922 under the coaching of R. G. Garrison, chief emphasis in recent years was on intramurals. The program included touch football, speedball, basketball, volleyball, badminton, wrestling, boxing, ping-pong, handball, tennis, football, golf, track, cross country, etc. However, the School team won the State Conference championship in baseball in 1941 and again in 1947. In 1946 its football team won all the games on its schedule, except that with Potomac State College, defeating West Virginia Wesleyan, Concord State College, Fairmont State College, Glenville State College, and Morris Harvey. A possible explanation of these achievements was the fact that "Tech" was the only West Virginia Conference institution to maintain a football team during World War II.

For students, faculty, alumni, and friends of "Tech", its Golden Anniversary was a fitting occasion. It was celebrated on May 10-11, 1946, and featured by the presence of Oscar L. Chapman, undersecretary of the United States Department of Interior, by Governor Clarence W. Meadows of West Virginia and other state officials, and by the conferring of honorary degrees on three former students who had made good.

NOTES

Chapter IX—Part Two

1. *The Athenaeum*, April 26, 1938.
2. Following the merger of the Alderson Junior and Broaddus Colleges Ira B. Bush, former superintendent of public schools of Erie, Pennsylvania, and of South Charleston, West Virginia, established a junior college in the plant of the former Alderson Junior College, which was abandoned shortly after his death in 1934.
3. *Wheeling Daily Intelligencer*, July 7, 1864.
4. *Greenbrier Independent*, July 20, 1882; Greenbrier County, "Historical Booklet" (1938); Morris P. Shawkey, *West Virginia: its history, life, literature and industry*, Vol. 1, pp. 412-415; Rose W. Fry, *Recollections of the Rev. John McElhenny, D. D.*, (Richmond, 1893).
5. For historical accounts of Greenbrier Military School, see Morris P. Shawkey, *West Virginia: its history, life, literature and industry*, Vol. I, pp. 405-410; Greenbrier County, *Historical Booklet* (1938), pp. 10-11; Ronceverte; *The West Virginia News* (160th anniversary edition), June, 1938; Greenbrier, *Catalogue* (1941-42), p. 6; and Rose W. Fry, *Recollections of the Rev. John McElhenny, D. D.*
6. The Rev. Lacy was then seventy-three years old. He was born August 6, 1833, and died in Lewisburg January 13, 1912. For fifteen years, 1887-1902, he was pastor of Mt. Pleasant Church, Monroe County; Ronceverte, *West Virginia News*, June, 1938.
7. Samuel Paris Bell, Jr., "History of Morris Harvey College" (B. D. Thesis. Emory University, 1929), pp. 16, 28-30; College, *Catalogue* (1946-47), p. 106; Frank A. Knight, "Morris Harvey—College with a future," in *West Virginia Review*, June, 1947.
8. *Catalogue Bulletin* (1942-43); S. Orestes Bond, "Salem College, its past, present, and future" (a pamphlet published in 1924); Shawkey, *West Virginia*, Vol. I, pp. 387-392.

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9. John N. Norwood, *Schism in the Methodist Episcopal Church 1844; a study of slavery and ecclesiastical politics* (Alfred, N. Y., 1923).
10. C. C. Regier, Ed., *West Liberty: yesterday and today*, p. 113; *College Catalogue* (1941-42), p. 40; State Board of Control, *Report* (1930), pt. II, p. 169; *ibid.*, (1936), pt. II, pp. 341-343; State Board of Ed., *Bien. Report* (1926-36); *Session Acts* (1931), pp. 31-32.
11. State Board of Control, *Report* (1924), p. 521; *ibid.*, (1927), pt. II, pp. 200-202; I. F. Boughter, *Fairmont State Normal School: a history*, p. 45; Mrs. N. C. R. Morrow, *Golden Years in Retrospect: teacher and voyager*, p. 125.
12. When President Rohrbough retired in 1942 to be President Emeritus, the office of dean of instruction was abolished and that of dean of the college was substituted. At the same time the personnel was changed, Robert T. Crawford succeeding Dean White who became professor of English.
13. Millard K. Bushong, *History of Jefferson County, West Virginia*, pp. 267-268; State Board of Control, *Report* (1930), pt. II, p. 215.
14. Those who received the A. B. degree in 1923 were Henry W. Straley, II, Mrs. Lena P. Dargan, and John N. Holroyd. State Board of Control, *Report* (1922), pt. II, p. 610.
15. State Board of Ed., *Bien. Report* (1938-40), p. 65.
16. Missouri ex re Gaines v. Canada, Registrar. 305 U. S. 337-338.

CHAPTER IX

THE GREAT DEPRESSION AND AFTER

PART THREE: HIGHER EDUCATION, CONTINUED

THE UNIVERSITY

CONTROL

DURING MOST OF the period from the Great Depression of 1929 to 1949 control of University academic affairs was vested in a board of governors established in 1927, and its financial and business affairs were directed by a board of control established in 1909. Because it held the purse strings, the board of control tended to encroach upon the authority of the board of governors, but the plans and policies of each were limited by the board of public works in its budget making capacity. In budget making and using administrators found it necessary also to consult the attorney general of the state, the state auditor, and the state budget director. In the last analysis the legislature was supreme, but the governor through his power of appointment and removal was scarcely less powerful.

This situation irritated presidents of the University and others interested in financing it and in determining its academic policies. From time to time the presidents recommended the establishment of a more direct procedure, and scientific surveys found the budget making practices the weakest point in the state educational system. Until near the end of this period efforts at reform dealt however with less fundamental matters.

Moved by the alleged low morale of the student body and of the faculty at the University and by disclosures of corruption in the state educational system, Governor H. Guy Kump determined to make obviously needed reforms. President Turner of the University having failed to grasp the situation and having refused to divert faculty personnel scheduled for regular courses on the campus to the bureau of government research charged with making the needed investigations and recommendations for the proposed reforms, it was decided to remove him from the picture. The personnel of the board of governors having been changed with that in view, it was accomplished in the regular July, 1934, meeting by an order effective January 1, 1935.

During 1934-35, University affairs were determined largely by the governor himself. In this he acted upon the advice of Professor John F. Sly, Director of the Bureau of Government Research and Head of the Department of Political Science in the University, who, because of his comprehensive knowledge of state and local government and because of his knowledge of University affairs, had the confidence of the governor.

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The ensuing events constitute one of the most novel chapters in the history of the University. First of all, the bureau of government research was given both personnel and financial assistance; on November 10, 1934 the president was tendered a leave of absence which he declined; and on December 1 Dr. Robert A. Armstrong, a former vice-president and the oldest member of the faculty in service, was made acting president, effective January 1, 1935. At the same time a reform program was publicized, and five weeks later the board of governors met in the governor's reception room to consider the situation. The reform program called for a definite salary scale; increased emphasis upon university extension work; a system of retirement allowances for the faculty; installation of an improved accounting system; and liquidation of the indebtedness incident to intercollegiate athletics.

As represented to the governor by his advisers, his program failed to meet with sympathetic approval in all quarters, particularly the "Old Guard" of the faculty, and on May 10, 1935, the board of governors, at the request of the governor, appointed Professor J. F. Sly "Acting Dean of the Faculties . . . until further order of the Board". As such he had free access to all University files and records. At his request the reform program outlined in December, 1934, was enlarged to include a thorough reorganization of the University with a view to greater faculty and administrative efficiency and to elevation of the student morale.¹

While faculty committees were working on proposed changes, the board of governors, at the request of the acting dean, approved an order automatically retiring "each professorial staff member" at the age of sixty-five to limited service with an annual stipend varying from \$1,200 to \$1,800, as determined by the length and the quality of service in particular cases. Moreover, during the transition the duties of any member of the faculty might be changed from time to time as the acting dean of the faculties deemed desirable. This order was followed in a few days by another which, in the "interest of flexibility in the administrative organization", placed all members of the instructional staffs on a nine to twelve months basis and all clerical help and labor, including stenographers and secretaries, on a monthly basis.

Coming only two years after the summary dismissal of twenty-eight members of the regular faculties, these orders, together with the accompanying circumstances, particularly the political and personal factors, were the most disturbing incidents in University circles in more than a quarter century. The summary removal of Dr. W. P. Shortridge as dean of the Arts and Sciences College and the appointment of Dr. Carl M. Frasure of the political science department as acting assistant to the dean were not reassuring. The chief speculation in faculty circles was to determine whether Professor Sly, the "acting dean of the faculties," who styled himself "Dean of Deans" and later permitted his title to appear in

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Who's Who in America as "dean of faculty and acting pres.", was intent upon becoming dean of the Arts and Sciences College, chairman of the graduate council, or president of the University.

The board of governors having refused to approved the reorganization proposals, particularly a "simplified" graduate program, and the changes deemed necessary for the selection of a new president, Dr. Sly resigned as acting dean of the faculties at the July, 1935 meeting of the board. In doing so he indicated his willingness to cooperate with any person whom it might elect president, but before the board adjourned he asked for a year's leave. With expressions of regret and with thanks for his services to the University the request was granted, and faculty speculations tended to subside.

The acting dean of the faculties was largely responsible for providing the University with an equalized, flexible and balanced budget. Moreover, he quickened thinking with respect to faculty responsibilities, to an adequate retirement system, and to the need for a thorough reorganization of the University which was allegedly suffering from that form of dry rot produced by failure to eliminate antiquated forms and practices and to inaugurate new ones adapted to changed conditions. President Turner having failed to make the necessary adjustments, there was some excuse for political interference.

The Turner regime having been terminated, control of the University was left to the board of governors and the board of control during the ensuing nine years but with the limitations already noted. The 1935-38 period was featured by a high degree of administrative efficiency on the part of President Boucher and the ensuing period ran into World War II. Toward the end of the latter interested parties, some of them not without personal ambitions, convinced Governor Neely that reforms were needed and that the only way to get them was through the removal of President Lawall.

To accomplish this the governor first resorted to conferences with members of the board. Failing in this, he used his appointive and removal powers. As a result the personnel of the board was subjected to changes savoring of practical politics.

A concurring board having been constituted in this manner, Governor Neely appeared before it in person in June, 1944, to defend his claim that "West Virginia University Has Made and Is Making No Appreciable Progress Under the Leadership of President Lawall." Armed with data contained in a petition signed by most of the instructional staff of the College of Engineering and Mechanic Arts and in reports of his own personal investigators, the Governor defended his claim on the following grounds: 1. The failure of the University to train chemists on a scale comparable to the needs of the chemical industry of the state, as indicated by the fact that only 94 of the 622 employed in and about Charleston

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were trained in the University; 2. The failure to attract boys and girls from the southern part of the state, as indicated by the alleged fact that only about one-tenth of those attending institutions of higher learning in the three-year period, 1941-44, were enrolled there; 3. The failure to maintain a state-wide graduate extension program; 4. The inability of many faculty members to establish and maintain confidence in the president; 5. His failure to make a fight to increase the "woefully inadequate appropriations"; 6. The reversion of legislative appropriations to the state treasury; 7. The failure of the University to maintain a standing comparable with other state universities east of the Mississippi River; and 8. Its failure to develop an effective program.

Inasmuch as the board was set to comply with the governor's recommendations, his address was a justification rather than a command. Although the old board in its April, 1944, meeting had reelected the president and fixed his salary for the ensuing year, he was asked to resign. In case of his willingness to do so, he might be either director of the School of Mines at a salary of \$5,800 or a professor in the College of Engineering at a salary of \$4,800.

While expressing interest in the proffered directorship, President Lawall called attention to the fact that he was head of the highest educational institution in the state and, as such, had "a solemn duty to look to its best interest and that of the State, irrespective of his own personal fortune." He therefore declined to resign and his removal was ordered.

On the basis of data supplied by the petitioning engineers Governor Neely at the same time accused Dr. R. P. Davis, their dean, of influencing and dominating President Lawall and of over-working and underpaying the College of Engineering staff. He was accordingly relieved of his duties, and in compliance with "orders of the Board of Governors and President C. E. Lawall," Professor Willard W. Hodge of the Engineering College took over the duties of dean.

The weeks immediately following approval of the order removing President Lawall were the most hectic in the history of higher education in West Virginia. In support of his position with respect to the desired removal, Governor Neely broadcast an address which was also widely distributed in pamphlet form. In addition to reiterating points made in his address before the board of governors, the broadcast charged that "a handful of wealthy tax dodgers" were "trying to restrict the growth of the University" by slandering and misrepresenting the governor.

In an equally forceful broadcast, which was also widely distributed in pamphlet, C. E. Hodges, '13, Secretary of the Charleston (W. Va.) Chamber of Commerce, answered the governor. Characterizing his conduct with respect to the board of governors as "a ruthless disregard and prostitution of the established and accepted practices of academic ad-

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ministration observed in all reputable institutions of higher learning," Secretary Hodges covered the points made by Governor Neely and defended President Lawall's administration of the University.

At this juncture "interested alumni" and "friends of the University" entered the background of the picture. With Charles Wise of the Kanawha County bar as their representative, they secured an injunction from the circuit court of that county sustaining President Lawall's position and forbidding the enforcement of the order for his removal. The board of governors tried to dismiss the writ through proceedings which terminated in the state supreme court of appeals which, by refusal to dismiss the injunction, sustained President Lawall.

It was otherwise however in the case of Dean Davis who had joined President Lawall in the requested injunction. In his case the lower court followed the reasoning in the Hartigan case and declined the request so that his case did not reach the supreme court of appeals. Accordingly, Dr. Lawall retained the presidency of the University and Professor Hodge the deanship of the College of Engineering.

The unsuccessful effort to remove President Lawall was important primarily because it hastened reforms making next to impossible a repetition of another such attempt. Without objections from former Governor Neely, his successor, Governor C. W. Meadows launched a movement for reforms in fundamentals. For that purpose a group of experts directed by G. D. Strayer, Professor Emeritus of Education, Teachers College, Columbia University, was employed to make a survey of education in West Virginia and to report its findings.

Among other things the "Strayer Report", made in 1945, severely condemned the capital control of the state educational system and especially the dual control of higher education by the state board of control and the University board of governors. The legislature was accordingly convened in extra session on March 18, 1946. After a week's deliberation it submitted to the voters for approval or rejection an amendment to the constitution designed to make the governors of the University constitutional officials with overlapping long-time terms.

Contrary perhaps to the wishes of the voters, this amendment was defeated at the polls by a small majority.² This was due to the fact that another part of the same amendment proposed to make the state board of education a constitutional body. Led by the "Ogden chain" of newspapers, this part of the amendment was attacked on various scores, chiefly political, and many erroneously detected in it an effort to reshift the tax burden of the public schools to the rural areas. Opposition of State Superintendent Trent to ratification contributed also to the defeat of the amendment.

Regardless of the results of the referendum the 1947 legislature, in House Bill No. 23 and House Bill No. 22, put into effect provisions of the 1946 education amendment. Among other things, control, supervision,

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and management of the University were vested in a board of governors of nine members, appointed by the governor by and with the advice and consent of the senate, for overlapping terms of nine years. They were also protected from removal "by the governor except for official misconduct, incompetence, neglect of duty, or gross immorality, and then only in the manner prescribed by law for the removal by the governor of state elective officers."

Thus the "general control, supervision and management of both the business and the educational affairs of the university" were vested in a board of governors, which was given "full authority to employ all officers, teachers and other employees". Nothing was said however about its authority to discharge them. Inasmuch as all contracts were for one year only, this was immaterial. But the new act did not eliminate the possibility of a temporary impasse between a board of governors and a president of the University, or between both and the board of public works in its budget making capacity.

Security of tenure for the University Board of Governors was not the only reform hastened by the agitation precipitated by Governor Neely. Among other things, it quickened efforts to make the University more attractive to West Virginians, including accomplished athletes, through the creation of scholarships and fellowships. The pace of extension work and of the Agricultural and the Engineering Experiment stations was quickened, as indicated by an article in the *West Virginia Engineer* for November, 1944, entitled "A Story of the College of Engineering and School of Mines of West Virginia University".

FINANCES

The University, the Agricultural Experiment Station, and the Agricultural Extension Division were financed during this period by legislative appropriations, made biennially, ranging annually from \$833,000 for 1933-34 to \$2,700,000 for 1947-48; by federal funds aggregating about \$737,500 for 1947-48; and by state special revenues derived from student fees and tuitions, from income from the College of Agriculture and the Agricultural Experiment Station, from dormitories, dining halls, a bookstore, student activities, etc., and from privately maintained scholarships, fellowships, student loans, and prizes. The resulting revenues were administered as state appropriations, state special revenues, and federal funds and in conformity to legislative determined budgets and federal rules and regulations. Prior to 1947 the state board of control had almost complete charge of University finances, but that year control was vested in the board of governors.

For 1938-39, a typical pre-World War II year, the sources of University income, together with the respective sums and percentages, were: State appropriations, \$972,177.72 or 43.49%; University collections, \$714,-

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992.33 or 31.99% ; and allocated federal funds, \$547,981.70 or 24.52%. The state appropriations were from the state fund general revenue which was derived from a number of sources, most important among them being a business occupation tax, a consumers sales tax, and a beer license tax. For the same years federal funds aggregating \$523,587.67 were received from the following sources: Bankhead-Jones-Morrill-Nelson (\$32,917.53) ; Rural Rehabilitation (\$1,800) ; Bankhead-Jones research (\$47,086.76) ; Smith-Lever (\$280,347.09) ; Morrill-Nelson (\$40,000.00) ; Capper-Ketcham (\$31,436.29) ; Hatch (\$15,000.00) ; Adams (\$15,000.00) ; and Purnell (\$60,000.00). For the same period state special funds available for the uses of the University, not including a cash balance of \$246,343.20, totaled \$521,004.35, of which \$137,412.57 was from dormitory maintenance. Other large items included Woman's Hall charges, \$58,606.13 ; athletic gate receipts, \$36,727.06 ; experiment station sales, \$32,566.78 ; athletic fees, \$31,876.80 ; bookstore, \$30,753.87 ; farm sales, \$27,488.44 ; and vocational engineering (mostly federal), \$17,130.50.

During this period there was also a small annual income from the invested Morrill Land Grant Endowment. In 1934-35 this fund emerged from a confused accounting as \$99,900, of which \$9,000 was invested in bonds of the Baltimore and Ohio Railroad Company bearing one per cent interest ; \$49,100 in U. S. securities bearing $2\frac{1}{2}\%$; and the remainder in bonds of West Virginia counties at interest rates varying from 3% to $5\frac{1}{2}\%$. The total investment of this fund varied from \$97,000 in 1935-36 to \$116,700 in 1944-45, as determined by liquidations and re-investments.

During most of this period University collections: tuitions, fees, sales, gate receipts, etc., were reappropriated for its uses in the biennial budgets. So long as the collections were less than budget estimated items this practice worked to the disadvantage of the University, because the funds actually available were less than the total appropriated. When the collections amounted to unprecedented figures, greatly exceeding the budget item, after World War II, the practice was however advantageous, because the University was permitted to retain the excess. It was used to purchase land and for other worthwhile expenditures that would not otherwise have been possible. As usual such affluence brought criticisms and suggestions to the effect that the University should be required to live within its budget.

The story of University finances can perhaps be better told from the standpoint of total annual expenditures. Inasmuch as the items for each year of any biennium tended to duplicate one another, only figures for the first year will be cited. For the first year of each biennium they were: 1929-30, \$2,288,817.59 ; 1931-32, \$2,228,589.00 ; 1933-34, \$1,559,545.85 ; 1935-36, \$2,013,261.53 ; 1937-38, \$2,171,089.54 ; 1939-40,

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\$2,320,690.61; 1941-42, \$3,904,068.16; 1943-44, \$3,474,507.12; 1945-46, \$3,381,452.38; and \$6,406,333.55 (1947-48), \$587,896.76 of which were capital funds. For 1938-39 the total, \$2,235,161.45, broke down into the following items and percentages: \$298,784.99 or 13.37%, administration and overhead; \$759,255.58 or 33.97%, resident instruction; \$52,070.41 or 2.33%, independent divisions, such as summer school, graduate council, and the department of military science and tactics; \$43,034.98 or 1.93%, University Rural High School; \$215,727.99 or 9.65%, agricultural research; \$553,125.40 or 24.75%, extension, mostly agricultural; \$215,224.83 or 9.63%, dormitories, health service, bookstore, etc.; \$23,851.11 or 1.07%, grants, aids, and prizes; and \$74,077.16 or 3.30%, athletics.³

Unexpended balances of state appropriations and of some state special funds reverted to the state treasury at the end of the fiscal year. The annual total reversions for the period were: \$6,136.09 (1930); \$1,023.05 (1931); \$103,631.86 (1932); \$211,283.80 (1933); \$5,158.63 (1934); \$4,885.44 (1935); \$124,752.57 (1936); \$22,003.15 (1937); \$95,756.38 (1938); \$36,682.12 (1939); \$6,677.66 (1940); \$12,809.04 (1941); \$230,126.74 (1942); \$7,163.85 (1943); \$75,135.31 (1944); \$13,184.42 (1945); \$117,031.21 (1946); \$48,836.90 (1947); and \$89,839.38 (1948). As sometimes erroneously supposed, these reversions did not mean that responsible persons had been neglectful of their duties. Generally, large reversions were funds appropriated or designated for contingencies which did not arise, as in 1948 when \$85,329.93 of the total reversion were for such purposes, leaving only \$4,509.45 of usable funds that reverted.

Throughout this entire period chief interest in state appropriations was in budget making. Generally, the biennial budgets were launched by deans and department heads as estimates of their respective needs. Then the president of the University, in cooperation with the council of administration, revised them to conform to the larger picture. Prior to 1947 the president then conferred with the board of control, the state budget director, and the state board of public works which put the budget into final form for submission to the legislature. In the legislature it was subjected to additional alterations and revisions with no one able to determine the results until the trump card was played in the last minutes of the session which was generally an extended or an extra one. Moreover, the final product was deceptive, because a considerable item, varying from \$250,000 for each year of the 1933-35 biennium to \$510,000 for each year of the 1947-49 biennium, was available only when and if collected in net fees, tuitions, sales, etc.

In the last analysis the success and the failure of University presidents were determined by this anomalous procedure. Generally, they did

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a fairly satisfactory job at budget making while it was in the campus stage. After it went finally to Charleston, the presidents, as generally, washed their hands of it by declaring their intention not to frequent the State Capital or to permit members of the University faculty to do so while the budget was under consideration by the legislature. Instead the presidents remained in Morgantown and joined "friends of the University" in speculations regarding the possible advantages of millage and depletion taxes over the present method of financing it.

In this matter the presidents were between the devil and the deep blue sea. If they absented themselves from Charleston while the biennial budget was pending, they subjected themselves to charges of neglecting the University. On the other hand, if they visited the Capital frequently at that time, they were branded as lobbyists. It was always permissible however to court the budget making officers, particularly the governor, prior to a budget making session of the legislature. Under such conditions he was always a welcomed guest at the Annual Homecoming. In 1930 Governor Conley was greeted by the governor's salute of nineteen guns.

Incidents in University budget making in the legislature extended all the way from the sagacious to the ridiculous. Of the latter character was a resolution, approved by the 1931 senate in the form of a rider, denying state funds to any institution of higher learning that belonged to the North Central Association of Colleges and Secondary Schools. Through rumors incident to a seven-times extended session the author of this resolution had become convinced that the North Central Association was discriminating against West Virginia in intercollegiate athletics. As his rider resentment involved President Turner's program for financing a graduate school, he was disturbed by its approval and asked that it be reconsidered. This was done but not until Director Stansbury of the department of intercollegiate athletics had informed the sponsor that his resolution would do more harm than good.

Moreover, University budgets were elusive things, particularly in depression times. This was true of that for 1931-33, which was reduced by the legislature in extra session so as to entail a saving in excess of \$210,000 in 1933-34. At the same time the legislature fixed maximums for particular items, including the salary of the president, the director of intercollegiate athletics, and the head football coach, and it abolished the office of the Secretary of the Alumni Association.

As usual, the Depression necessitated changes, some of which were progressive and permanent. Irregularities having been discovered in the office of the financial secretary, it was abolished, and the duties and responsibilities were entrusted to the secretary of the board of governors, effective July 1, 1934. At the same time he became treasurer of the Agricultural Experiment Station. These changes were made in the interest

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of unity, efficiency, and economy and at the request of Governor H. Guy Kump.

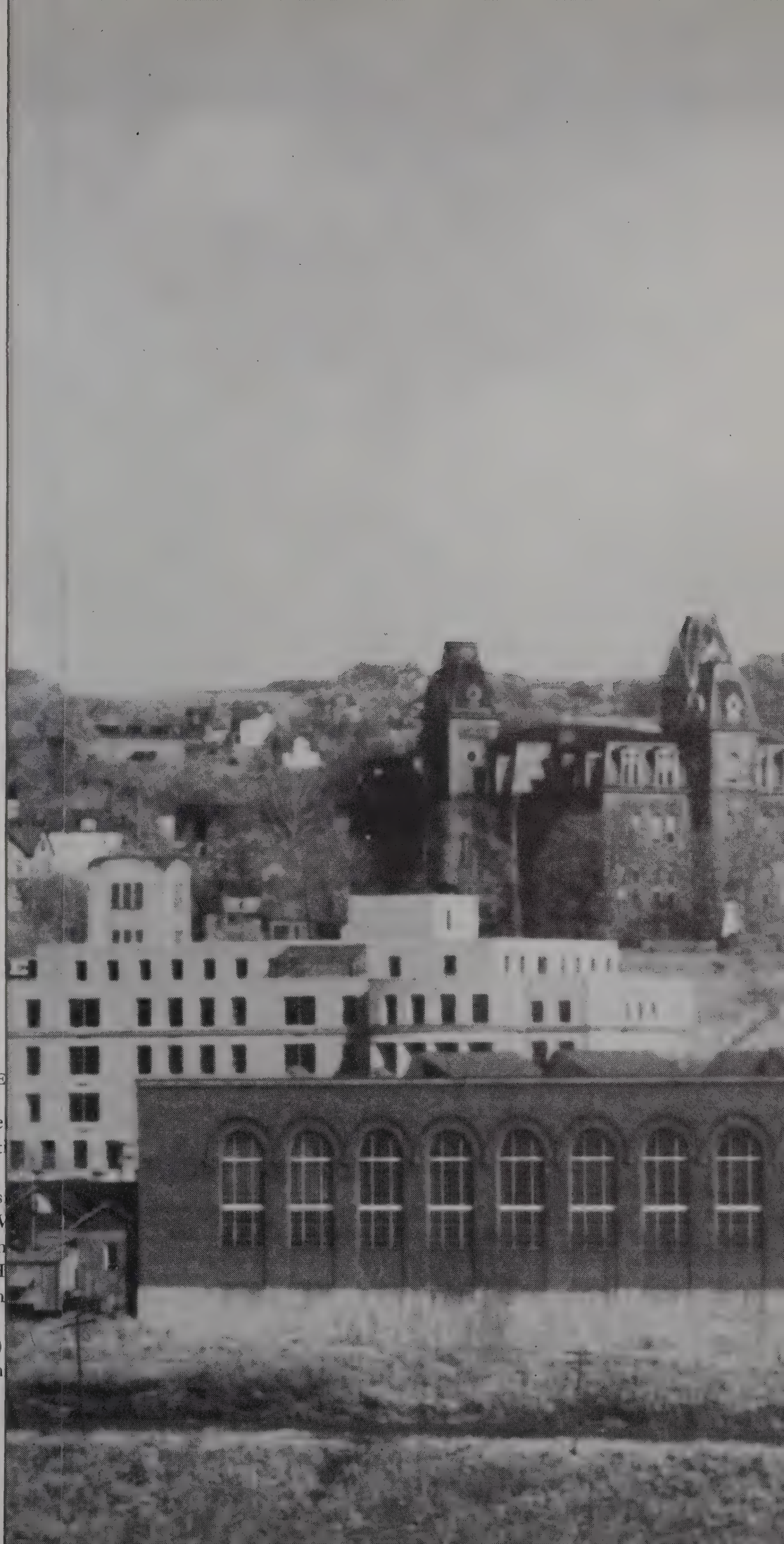
Prior to this change the finance office of the University was little more than a transfer office. Fees were collected and transferred to Charleston; bills were assembled only twice a month; checks in payment of bills were sent from Charleston and then forwarded to the senders from the University finance office; so-called budgets and accounts were inadequate and antiquated; and books accounting for the expenditure of about \$500,000 annually were unkept until shortly before the annual inspection by the state auditor. Through aid from the university bureau of government research and through cooperation of the newly established state budget system, these antiquated practices gave way to approved budgeting, accounting, and reporting systems. Incidentally, the former practice of indulging students in the payment of tuitions and fees for an indefinite period was abolished, and members of the faculty received their salary checks when due.

This period witnessed the establishment of a number of student scholarships. Prior thereto, only the W. J. Bryan, the State Tax Commission, the J. F. Brown, and a few smaller prizes and awards were available. In 1928 the West Virginia Bar Association offered a \$300 annual scholarship, beginning in 1931, to the student of law making the best record in the first and second years. The following year three \$250 scholarships of the American Bankers Association Foundation for Education in Economics were assigned to the University. In the same year the Walter H. South Memorial Scholarship of \$500 annually became available as a one-person loan. To aid in the establishment of a proposed graduate school J. E. Jones of Switchback, West Virginia, established in 1930 ten graduate fellowships worth \$1,200 each. At the same time D. A. Burt of Wheeling established five fellowships of \$500 each to aid graduate work in chemistry. Other fellowships and scholarships established at or about the same time included that of the Chemical Foundation of \$1,000 annually for the study of stream pollution; that of the American Gas Association for \$500 for research in natural gas; two \$750 fellowships, each for two years, for research in coal mining; and one of \$840 by the Columbia Carbon Company for research in carbon black.

Because of the Depression and the failure to organize the proposed graduate school, each of the graduate subsidies, except those of the American Bankers Association Foundation and the Walter H. South Memorial, were withdrawn in 1931-32. With the return of good times additional grants were made. As a result about forty different scholarships, prizes, and trophies ranging in personal benefits from one to twenty-five students each were offered at the end of this period. Among them were 25 athletic scholarships offered annually by the University board of governors; six scholarships in journalism; the R. M. Davis Scholarship of from \$300

WE

Showing, left to right, the
Field, Heat
Armstrong
site of Phys
Building, W
Hall, Wom
Reynolds H
ministration
Chemistry,
and stacks)
The Green
houses are



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PANORAMIC VIEW
(1950)
WEST VIRGINIA UNIVERSITY

Showing, left to right foreground, Mountaineer Field, Heating Plant, Brooks Hall, Field House, Armstrong Hall, Alexander Wade School, and site of Physics Building; first elevation, Forestry Building, Woodburn Hall, Science Hall, Martin Hall, Woman's Hall, Elizabeth Moore Hall, Reynolds Hall (roof), President's House, Administration Building, Law Building, Hall of Chemistry, University Library (shaded area and stacks), and Mineral Industries Building. The Greenhouse, Dahl Hall, and fraternities houses are in the background.





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to \$500 to encourage study in international relations; the Ogden, the Victor E. Allbright, the Claude Worthington Benedum, the Elizabeth Davis Richards, the John Barton Payne, the Richard Aspinall, the West Virginia Federation of Women's Clubs, and the Sears Roebuck Agricultural Foundation scholarships.

ORGANIZATION AND PERSONNEL

1. INTRODUCTION

In 1948 the University organization consisted of six colleges: Arts and Sciences (1895); Law (1895); Engineering and Mechanic Arts (1895); Agriculture (1895), since 1937 Agriculture, Forestry, and Home Economics; Education (1927); and Pharmacy (1936); six schools, not including the summer sessions: Music (1909), Medicine (1912), Mines (1926), Graduate (1930), Physical Education and Athletics (1937), and Journalism (1939); and three divisions: Military Science and Tactics (1911), Forestry (1937), and Home Economics (1937). The School of Music, first established in 1897, was a department in the College of Arts and Sciences during 1908-09, and Military Science and Tactics was a school during 1895-97 and 1904-08. During the other years prior to 1911 it had independent departmental status.

There were also an Agricultural Experiment Station (1888), an Engineering Experiment Station (1912), and three extension services: Agricultural (1912), Mining and Industrial (1914), and Liberal Arts and Education (1930). Extension work had been done in education as early as 1916 and in the Arts and Sciences College as early as 1917 but under individual responsibility and direction of the president of the University. The College of Education, the College of Law, the College of Engineering and Mechanic Arts, the College of Agriculture, the College of Pharmacy, the School of Journalism, and the School of Medicine were professional units requiring from two to three years of pre-professional work for entrance. After 1930 all graduate courses were determined by the graduate faculty and administered by the graduate council. The courses led to master's degrees and to the Ph. D. degree.

2. ARTS AND SCIENCES COLLEGE

The re-organization of the Arts and Sciences College dealt largely with curricular and kindred changes. They were initiated by Dean W. P. Shortridge who had visited a number of Midwestern institutions of higher learning. Through information thus brought to bear on the situation, he instituted freshmen week in 1929, and in 1930 he divided the college offerings into Upper and Lower divisions. It thus became possible for a student to finish a course without prejudice at the end of the sopho-

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more year or, having earned the required certificate of promotion, to enroll as a junior.

Furthermore, to stimulate laggards and those of mediocre ability to their best efforts, graduation was denied to any student whose honor points (C, one; B, two; and A, three) did not equal the required credit points (128). On the other hand, capable and diligent students were rewarded by permitting them to offer excess honor points for elective credit hours and thus to shorten residence requirements for a bachelor's degree. At the same time most two hour courses were extended to three hours, and the College was again put on a six day a week basis. But the proposed honors degree, substituting distinction for the reduced residence requirements incident to the use of honor points, was not authorized.

These changes, together with the conditions making them necessary, called for revisions in the curriculum. Largely with a view to permitting more free electives, the credit hours in majors were limited to twenty-four and graduating students were required to have one minor of at least nine hours. For the same purpose the English requirement was reduced from twelve to six hours and the foreign language from twenty to twelve hours. Eight hours in one science was required. Beginning in 1941-42 this latter requirement was interpreted to include experimental psychology.

With a view to establishing a bureau of government research, as planned for years, the department of history and political science was divided in 1929 into two departments with Professor C. H. Ambler in charge of the history and Dean W. P. Shortridge temporarily in charge of the political science. This arrangement made it possible for Professor Ambler to give more time to the history, to the collection of regional historical source materials, and to making them available. He did much also to build up the library. To facilitate this work a division of documents, centering in the library, was created in 1934, and he headed it.

In line with this same sort of activity, the West Virginia War History Commission was created in November, 1943, and Associate Professor F. P. Summers of the University department of history was named to head it. In this capacity he made a number of important collections which were housed in the University library. Professor Ambler having relinquished his administrative duties in 1945 to devote more time to research, they were taken over by Professor Summers, first in the capacity of chairman of a committee and, effective July 1, 1947, as head of the department. As a lecturer in the department, Dr. O. D. Lambert gave part time to the collection of historical documents.

Beginning September 1, 1930, the department of political science was headed by Professor J. F. Sly who came from Harvard with special training in local government. He was thus well qualified to direct

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the bureau of government research which had been established in November, 1929. At his request the bureau was given independent status in 1931 and during the ensuing year it was active in aiding a number of towns and cities with respect to their budgets and in other ways.⁴

Governor H. Guy Kump used the University Bureau of Government Research as a fact-finding and a bill drafting agency. As such the personnel practically deserted the campus during 1933-36 and were called back only when students protested their absence. Incidentally, the tutorial method of instruction was used primarily as a means of keeping the classes in political science alive. The resulting situation was a factor in a breach between Director Sly and President Turner, which resulted in the failure of the latter to receive a reappointment.

While Professor Sly was absent on leave during 1935-36 Associate Professor Carl M. Frasure was acting head of the political science department. Following the resignation of Professor Sly, effective July 1, 1936, Associate Professor Frasure continued to function as acting head and as assistant dean in the College of Arts and Sciences. Effective July 1, 1940, he resigned the latter position to become head of the political science department with the title of professor. With the departure of Professor Sly the bureau of government research ceased to function and was not revived in this period.

Additional changes in the Arts and Sciences College were delayed temporarily by friction between Dean Shortridge and President Turner. When this was ended by the election of President Boucher in 1935, reforms were resumed. A number of independent studies having indicated deficiencies in the Lower division, an effort was made to remedy them through grouping the students and putting each group in charge of an adviser. As then planned, there were four advisers, each with about one hundred students, and three pre-professional advisers: one each for prospective lawyers, doctors, and teachers. Each adviser was expected to have at least two conferences each semester with each advisee and thus to become a factor in determining both his curricular and his extra-curricular activities.

Further to remedy the alleged defects of the existing system, students were offered a broad, general education through introductory general courses modeled after the "Chicago Plan." For that purpose curriculums were developed in four fields: 1. Humanities; 2. Social Sciences; 3. Biological Sciences; and 4. Physical Sciences, and the course in the Humanities was offered in 1937-38. Courses in both the Social Sciences and the Biological Sciences were offered in 1938-39, but all the general introductory courses, except Humanities, were discontinued in World War II. Although the Physical Sciences course had been fully developed

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by the beginning of the 1939-40 session, it could not be offered because of lack of equipment and qualified teaching personnel.

Responsibility for developing each of these courses was vested in a committee. As usual, the chairman did most of the work. His relation to the course was thus not unlike that of the head to departmental work and personnel, but most of the instructors were volunteers drawn from related departments and fields. Chairmen of committees developing introductory general courses were S. F. Crocker, Humanities; Carl M. Frasure, Social Sciences; P. D. Strausbaugh, Biological Sciences; and A. R. Collett, Physical Sciences.

Other organization changes in the College of Arts and Sciences included detachment of the department of journalism, effective July 1, 1939, to form the School of Journalism with Dr. P. I. Reed as the director; establishment in 1939 of a department of art with C. E. Patton, as head; inclusion, beginning in 1939-40, of additional courses in geography in the department of geology and mineralogy and the inclusion of geography in the departmental name; announcement of curriculums, beginning in 1939-40, leading to the B. S. degree in both chemistry and business administration and, beginning in 1947-48, in geology. Beginning in 1937-38, sociology was detached from the department of economics, business administration, and sociology, headed since 1929 by Professor T. L. Harris, and combined with public welfare to form a new department, headed by Professor Harris.

The last named change was made in an attempt to provide the public social services made available by the Federal Social Security Act of 1935 and by the West Virginia Public Welfare Law of 1936 which together required the services of about 1,200 trained persons in public and private social work in West Virginia. Beginning in 1938-39, Dr. E. McK. Sunley was added to the new department in the capacity of professor of public welfare. As such he developed a pre-professional curriculum and the following year the social administration department was established with Professor Sunley as head. This arrangement was adhered to until 1941-42, when the new department was named "Social Work", and "Public Welfare" was deleted from the name of the sociology and public welfare department. With the resignation of Dr. Sunley, effective September 1, 1947, and the retirement of Dr. Harris, effective July 1, 1947, the administration of these departments was in each case entrusted to a committee to July 1, 1948, when Professor H. A. Gibbard was made head of the department of sociology and Associate Professor T. R. Fulton acting head of the department of social work. Beginning in 1937, the department of economics and business administration was administered by Assistant Professor K. D. Hutchinson, act-

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ing head (1937-39), Professor T. F. Haygood (1939-41), Professor R. B. Tower (1941-48), and Professor R. W. Coleman (1948-).

Other departments, together with their heads, were chemistry, Professor F. E. Clark, to July 1, 1947, a committee chairmanned by Professor A. R. Collett, July-August, 1947, and Professor Collett, beginning September 1, 1947; classics, Professor C. G. Brouzas, acting head to 1935, head since 1935; English, Professor D. D. Johnson, to June 1, 1947 and a committee thereafter; Germanic languages and literatures, Professor A. W. Porterfield to 1939, a committee to June 30, 1948, and Associate Professor V. J. Lemke, acting head; library science, L. D. Arnett (librarian), to 1935, Professor C. G. Brouzas to 1939, Professor Wm. P. Kellam to 1946, and Assistant Professor Florence K. Reese, who in 1948 was made head of the department instead of the librarian, and transferred from the library to the Arts and Sciences budget; mathematics, Professor John A. Eiesland to 1938, Professor C. N. Reynolds acting head to July 1, 1946, a committee to January 15, 1948, and Professor H. A. Davis; philosophy and psychology, Professor J. E. Winter to July 1, 1948, when Associate Professor Quin F. Curtis was made professor and acting head; romance languages and literatures, Professor Madison Stathers, to July 1, 1948 when Professor C. C. Spiker became head; speech, formerly public speaking, Professor W. J. Kay to July 21, 1937, Assistant Professor J. K. Lowther acting head to 1943, a committee to 1945, and Professor J. H. Henning.

Following World War II the Arts and Sciences College again turned to reorganization, and the curriculum of each of the introductory general courses was revised to adapt it to the changed conditions. In their revised form each of these courses was offered in 1946-47, that in the Physical Sciences for the first time. As an approach to the study and the teaching of foreign languages, a committee, chairmanned by Associate Professor Robert R. Ashburn, had meanwhile made a study of the history of the teaching of foreign languages in the United States and in a few other countries since 1898.

On May 28, 1948, the board of governors approved an order making a general course an integral part of the curriculum of the Arts and Sciences College, and offering an optional Lower division program of studies in it. The core of this program was in the four introductory courses then offered. By the satisfactory completion of either three or four of these courses and other courses approved by the chairman of the general course, aggregating 64 hours and 64 honor points, a student met the general requirements of the Arts and Sciences College and of the University and was entitled to receive the associate in arts degree.

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3. THE GRADUATE SCHOOL

More perhaps than the College of Arts and Sciences, other major units of the University were affected by the order of the board of governors of January 17, 1930, authorizing the establishment of a graduate school with roots "implanted in all university undergraduate work, irrespective of departments and schools". As indicated at the same time, the proposed school was designed to pursue research and investigations with peculiar reference to the problems of the state, and to train and recommend to the board of governors candidates for masters and Ph. D. degrees. Announcement of the expectant birth of the proposed school was made on February 1, 1930, and its arrival on July 1, 1930, was proclaimed on September 1, 1930, as an "outstanding event."

As constituted at that time, the Graduate School was largely a creation of President Turner and of the Chairman of the graduate council, Dr. S. P. Burke of New York City, who had served in various industrial capacities but nowhere as an administrator of educational affairs. As constituted by them, the Graduate School functioned through four divisions: Industrial Sciences, chairmanned by Dr. Burke himself; biology and agriculture, chairmanned by Dean Fred D. Fromme of the College of Agriculture; social sciences, chairmanned by Professor J. F. Sly, head of the department of political science and director of the bureau of government research, to November 20, 1931, when he was succeeded by Dean W. P. Shortridge of the Arts and Sciences College; and education, chairman, Dean Earl Hudelson of the College of Education.

Dr. Burke was also chairman of the Engineering Experiment Station and of the Bureau of Mines Research, each of which was to be transferred to the Graduate School. Chairman Burke's salary was \$8,500 and that of each of the other directors of the Graduate School was \$6,500. Following a legislative reduction of salaries in 1932, that of Chairman Burke was maintained at the original figure through arrangements with private industrialists. With a view to placing the work of the Graduate School in industrial science on the highest possible plane Dr. T. W. Schurmann of New Jersey and South Africa was elected professor of mathematical physics at a salary of \$5,000.

Following the failure of the legislature to appropriate the funds requested in 1931 for the graduate program, Dr. Schurmann resigned and returned to South Africa; Dr. Sly resigned to give his entire time to the bureau of government research and to the department of political science; and the graduate council met infrequently. But both Chairman Burke and President Turner continued to hope for a more favorable turn of events. Thus the President continued to build the graduate program into the heart of the University "irrespective of departments and schools" in a manner to be noted presently. The chairman of the

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graduate council was meanwhile working the product into the annual catalogue and the graduate bulletin and taking time out, as opportunities presented, to explain his product to women's clubs and other such organizations.

Chairman Burke's efforts to fit the graduate program to the existing situation resulted in embarrassing confusion. In fact, the annual catalogue was "a jumble of confusion". Accordingly, Professor Sly, in the capacity of "Acting Dean of the Faculties" in June, 1935, appointed a committee instructed to work out "a simplification of the machinery of the graduate setup." Recommendations made by him failing to meet the approval of the board of governors, the "Acting Dean of the Faculties" resigned in July, following. In conformity with an order of the board of governors approved August 29, 1935, Acting President Armstrong then appointed a committee of eight and instructed it to prepare "rules and regulations for the administration of the graduate school."

Although the wording of the original order establishing a graduate school remained unchanged, the desired "simplification of the machinery of the graduate setup" was effected. As indicated elsewhere the simplified machinery consisted of a graduate faculty to set the specific requirements and standards of quality for admission to candidacy for graduate degrees and for the award of such degrees. The administrative affairs of the Graduate School were entrusted to a graduate council of eight members appointed by the president from the units offering graduate work and in approximate proportion to enrollments of the respective units. But in the absence of a separate budget and a faculty, the Graduate School was a school in name only.

The anomalies of the so-called Graduate School were set forth at the time it collapsed on the head of Chairman Burke, its fabricator; for despite the fact that he abandoned it in a pique, he was not blind to its defects which he attributed to the shortsightedness and the improvidence of the state rather than to his own limitations. As stated by him "The Graduate School has simply been a continuation of undergraduate instruction conducted by faculty members in undergraduate schools and paid for out of the funds allocated to those schools." Moreover, with about 40% of the graduate enrollment in the regular sessions and about 70% in the summer sessions interested primarily in education, he regarded the Graduate School as "predominantly a school of education" and recommended that all curriculums leading to doctorates be withdrawn. As the University was the only place in the state where a program of research could and should be developed, he thought that graduate work should be continued and used to help solve social, economic, and administrative problems.⁵

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Except for the preponderance of education enrollees interested primarily in salary increases, the record of the Graduate School for 1930-35 was however more encouraging than the disgruntled retiring chairman of the graduate council appreciated. The total enrollment for the first semester of each academic year of this period increased from 141 to 155, while that for 1932-33 reached 203. The enrollment of the first term of the summer session increased meanwhile from 168 for 1930 to 514 for 1935, and the following degrees were awarded: 72 master's (1931); six doctorates and 67 master's (1932); five doctorates and 75 master's (1933); three doctorates and 77 master's (1934); and ten doctorates and 91 master's (1935). There were 24 in a total of 57 prior to and including 1949. Most of them were in chemistry and plant pathology.

4. COLLEGE OF AGRICULTURE

Largely with a view to the graduate program, the curriculum of the College of Agriculture was also completely revised. Among other things, orientation courses were offered in the freshman year and basic sciences were prescribed for freshmen and sophomores. As thus constituted, the curriculum consisted of 57 hours of non-agricultural courses and 64 hours of agriculture courses, 15 of which were elective. The new program was uniform for all freshmen and all sophomores. At the completion of the second year, beginning in 1931-32, students wishing to go further had a preference of one of four curriculums: Agricultural economics, animal industry, plant industry, or teacher training in either vocational agriculture or home economics.

As of 1929-30, the departments of the College of Agriculture, together with their heads, were: Agricultural chemistry, Professor R. B. Dustman, offering work only at the graduate level; agricultural education, Associate Professor H. B. Allen, offering thirteen undergraduate courses and graduate work; agronomy and genetics, Professor R. J. Garber, offering both undergraduate and graduate courses in crops and soils, and undergraduate courses in genetics; animal husbandry, Professor E. A. Livesay, offering undergraduate and graduate courses including veterinary science courses in animal diseases; dairy husbandry, Professor H. O. Henderson, offering undergraduate and graduate courses; entomology, Professor L. M. Peairs, offering undergraduate and graduate courses; farm economics, Professor A. J. Dadisman, offering undergraduate and graduate courses including farm mechanics, horticulture, Professor H. E. Knowlton, offering undergraduate and graduate courses; plant pathology, Professor C. R. Orton, offering graduate and undergraduate courses; poultry husbandry, Associate Professor E. L. Andrews, offering undergraduate and graduate courses; and home economics, Pro-

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fessor R. H. Colwell, offering both graduate and undergraduate courses. There was also a course in agricultural journalism given by Gerald Jenny, and Dean Fromme gave the introductory course.

With funds derived largely from the Hatch Act of 1925, aggregating about \$90,000 annually, the Agricultural Experiment Station was engaged in research and experimental work under direction of the dean of the College of Agriculture. In addition to work done on the campus the Station used the Reymann Memorial farms of 930 acres at Wardensville for breeding experiments with Ayrshire cattle; a branch station of 74 acres at Lakin, Mason County, established in 1921 for experiments in crop culture in the Ohio Valley; the 158 acre Kearneysville station in the Eastern Panhandle for experiments in fruit packing and marketing; a cattle feeding experiment station near Lewisburg, Greenbrier County; and five University owned farms located in the vicinity of Morgantown.

Since 1912 the College had been interested in cooperative extension. With funds derived largely from the Smith-Lever and the Capper-Ketcham acts it maintained an extension division in charge of a director and two assistant directors. There were also 21 specialists, 45 county agricultural agents, 23 county home demonstration agents, and five full time 4-H club agents. In addition to the extension offices on the campus, the extension division functioned through a number of centers including that at Inwood, Berkeley County, for demonstration in picking, sorting, and packing apples, peaches, and other fruits; that at Jackson's Mill, Lewis County, used since 1921 to teach standards of excellence in agriculture and home economics and to foster and direct 4-H camp work; that at Parkersburg, Wood County, established in 1927 for community egg-marketing, packing, and grading, and for poultry feeding and fattening; and that at Oglebay Park near Wheeling, used under an agreement with the Wheeling Park Board for studies and experiments in nature study and recreation.

Farm and Home Week and Junior Farmer's Week continued meanwhile to attract interest. In 1935, 800 men and women attended the former and 564 boys the latter. The boys came from 53 of the 69 high schools that were then giving instruction in vocational agriculture. In 1936 each of the 39 high schools offering courses in vocational home economics, had a representative at the annual Homemaker's Conference.

The opportunity offered by the College of Agriculture setup and activities to accelerate the president's program for building the University into the life of the state, was perhaps his chief reason for trying to strengthen and enlarge the scope of that college by transferring to it in 1933 the botany and zoology departments from the Arts and Sciences College. Under the new arrangement botany and zoology were com-

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bined with plant pathology into the single department of biology, headed by Professor C. R. Orton, former head of the department of plant pathology in the College of Agriculture. The arrangement was defended by President Turner on the score of economy and efficiency. Dean Fromme claimed that it "effected unity of action along biological lines."⁶

Whatever the merits of the transfer, the circumstances were unfortunate. Although the botany and the zoology offerings retained the quarters occupied by them for years, and although about \$30,000 was spent to recondition them and to provide additional supplies and equipment, the professors concerned and a few score students objected to being transferred from an A. B. to a B. S., or "cow", college. Moreover, much was made of the fact that the transfer was made without the knowledge of the dean of the Arts and Sciences College and after only perfunctory conferences and alleged conferences with the professors immediately concerned.

Under these conditions the board of governors heard much in various ways about the purposes, the alleged purposes, and the merits of the change. The preponderance of evidence thus arrayed being against it, it was a factor in the decision of the board not to extend the president's tenure beyond December 31, 1934. Temporarily, however, botany and zoology remained in the biology department of the College of Agriculture.

The situation with respect to the College of Agriculture and the Arts and Sciences College was thus rather tense when President Boucher came to the campus in 1935. In a characteristic manner he approached the situation through conferences in which all the interested parties were represented, and through personal interviews. As a result it was decided to restore botany and zoology to the Arts and Sciences College but as the department of botany and zoology headed by Professor A. M. Reese, former head of the zoology department.

At the same time and in the same manner it was agreed that a council on biology composed of representatives from all fields in which that subject was taught, would be constituted and asked to develop a coordinated curriculum for a general course designed to provide "a cultural background for all students and at the same time prepare students for further work in biological and allied sciences, both pure and applied."

After a few perfunctory efforts the council on biology ceased to function. But as previously noted, the committee on biological sciences worked out an introductory general course entitled "General Biology." Unlike the other general courses, this one was largely a departmental affair, but the College of Agriculture used a part of it in its basic curriculum. As finally determined the general biology course was based

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on a textbook written by Professor P. D. Strausbaugh of the University and Dean B. R. Weimer of Bethany College.

The agriculturists had meanwhile directed their attention to developing a curriculum in forestry. As offered in 1935 in conjunction with plant pathology, which had been restored to departmental status in the College of Agriculture, the courses in forestry covered two years of professional work and attracted an enrollment of 35. This arrangement was continued until 1937-38, when the forestry curriculum was expanded into a full four year course and given division status. Effective July 1, 1937, the name of the college was accordingly changed to the College of Agriculture, Forestry, and Home Economics. In 1948 the Division of Forestry was accredited by the Society of American Foresters.

About the same time Camp Wood at Alvon, Greenbrier County, became available through a long-term lease from the United States Forest Service. Beginning in 1937, it was used for a six week summer forestry school which, the following year, was expanded to ten weeks. Although both Dean Fromme and Professor Orton were interested, the forestry curriculum was largely the work of Dr. W. C. Percival. In 1939 he was made head of the Division of Forestry.

Largely because of resignations to accept better paying positions elsewhere, the organization of the College was disrupted from time to time in the 1930's. Among the resignations thus influenced were that of Professor R. J. Garber in 1936 to become director of the Regional Pasture Research Laboratory of the United States Department of Agriculture at Pennsylvania State College; that of his successor, Professor W. H. Pierre in 1937 to become head of the department of agronomy in Iowa State College at a salary increase of \$2,000; and that of Dean Fred D. Fromme, effective January 31, 1938, to accept a position with the United States Department of Agriculture.

Appointments to fill some of the resulting vacancies and changes included that of Professor C. R. Orton to be dean of the College and director of the Experiment Station, effective February 1, 1938, and that of G. G. Pohlman to be professor and head of the department of agronomy and genetics. Beginning in 1938 Dr. J. G. Leach, former associate professor of plant pathology in the University of Minnesota, was head of the department of plant pathology vacated by Professor Orton to become dean.

The cooperative extension having grown to mammoth proportions, it was in 1938 again given independent status, this time under direction of J. O. Knapp who had been assistant director since 1933 when, following the discovery of irregularities in the administration of the division, it was placed under the direction of the dean of the College.

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Soon thereafter the affairs of the Division were put into order following the first survey known to have been made since it began to operate.

Among other major changes were the transfer, effective July 1, 1933, of Professor A. J. Dadisman to the department of economics in the Arts and Sciences College and the appointment of Professor W. W. Armentrout to head the department of farm economics in the College of Agriculture; the resignation of Professor H. E. Knowlton in 1936 and the appointment of Professor Ray S. Marsh to succeed him as head of the department of horticulture; and the retirement of Professor Rachel H. Colwell, effective July 1, 1938, to emeritus status after twenty-eight years of service. She was succeeded at once as head of the division of home economics by Professor Ruth D. Noer who since 1929 had been dean of women. In 1934 the work in poultry husbandry was transferred to the department of animal husbandry, thus dispensing with the services of Associate Professor E. L. Andrews. With Associate Professor D. W. Parsons as the head, a department of rural organization was added in 1933.

Although there were no changes in the department heads and only one new department, agricultural engineering headed by Professor A. D. Longhouse, the College, like other units, effected a complete reorganization at the end of World War II. Not only had techniques changed, but the total undergraduate enrollment for 1946-47 was 722, and there were also more than 100 graduate students. The five curriculums were therefore expanded to seven, viz: 1. Basic agriculture; 2. dairy manufacturing; 3. vocational agriculture; 4. agricultural mechanics, including courses in agricultural engineering; 5. agricultural science; 6. forestry; and 7. home economics with majors in foods, nutrition, textiles and retailing, design, child development, etc. In 1947 a course in conservation was added bringing the total to eight.

As previously, the resident teaching was organized under three divisions: agriculture, forestry, and home economics. The forestry and the home economics divisions were not departmentalized, and the names of the nine departments in the division of agriculture had changed slightly. As then designated they were: Agricultural biochemistry, agricultural economics, agricultural engineering, agronomy and genetics, animal husbandry, dairy husbandry, entomology, horticulture, plant pathology, and rural organization. Beginning in 1944 the College sponsored a "hillculture project" financed by the Sears Roebuck Foundation for three years in the sum of \$7,600 annually for the betterment of living conditions of families residing on hill and mountain farms. In 1947 this grant was reduced to \$3,500 annually.

Despite the difficulties in getting and retaining competent teachers, the diversion of staff members to care for the increased enrollment in

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the College, and inadequate funds and quarters, the Station sponsored ninety-nine different projects in 1946-47. The most important of these was perhaps the Ayrshire breeding program which, for the third time, won the coveted Ayrshire Breeders award. Other breeding and feeding projects were in progress. Through cooperation with the state conservation commission which set aside 8,000 acres of cut-over land in Coopers Rock State Forest for experimentation in forest management practices, the Station launched a long-time study with a view to adapting it to West Virginia's peculiar needs. In 1944 the former Arthurdale Homestead farm of 457 acres was acquired at a nominal figure and converted into an experimental farm devoted largely to small grains, potatoes, and other upland crops. In December, 1947, the War Assets Administration turned over to the University 97.3 acres of land formerly occupied by the West Virginia Ordnance Works at Point Pleasant for use by the Agricultural Experiment Station for research in truck and field crops.

Having served the country effectively in the war period through the application of scientific knowledge in growing crops and raising animals, through a helping hand in recruiting, training, and placing farm labor, and through its leadership in a Victory Garden program covering 200,000 gardens, the cooperative extension division in the College resumed the work for which it was established in 1913. In addition to its central headquarters at the University, in 1947 it maintained also 52 county extension offices, each with its own technical staff and one or more stenographers. There was also an agricultural extension office at West Virginia State College, at Institute, with an assistant state leader and staff in charge of the extension work among Negroes, and branch offices at Jackson's Mill, Inwood, and Oglebay Park.

In 1945-46 the extension division employed on a full-time basis 53 white and two Negro county agents and assistants, 34 white and seven Negro home demonstration agents and assistants, 27 white and five Negro club agents, 33 specialists, and eleven white and two Negro supervisors and state leaders. The service was organized under 23 projects which entailed a total expenditure of \$814,522, of which \$510,365 were federal appropriations (Smith-Lever, Bankhead-Jones, Capper-Ketcham, Bankhead-Flannagan, Norris-Doxey, and Emergency Farm Labor); \$211,805 state appropriations; and \$92,351 county appropriations. It was then in its thirty-first year and, as the farm and home teaching branch of the federal government, was growing in favor.

During this entire period the College was handicapped by lack of space. Oglebay Hall had been occupied almost to the limit of capacity at completion, and ten years of growth in personnel and programs made relief imperative. It was provided by repairing and remodeling an adjacent

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frame structure previously used as a barn, later as quarters for the horticultural department, and still later for storage purposes and farm mechanics instruction. The remodeled building, completed in 1934, was named Oglebay Annex, but passage of the Bankhead-Jones Act in 1935 made additional space necessary. It was provided by the purchase of the Percy J. Beaumont residence, adjoining Oglebay Hall and Oglebay Annex, which was remodeled and occupied by the department of agricultural economics on December 1, 1937. In 1942 the Home Management House on Willey Street was purchased and reconditioned for uses of the home economics division. As a result of these make-shifts the college divisions and departments were housed in 1947 in eleven different buildings and used five different farms.

In its off-campus expansions the College fared better. In addition to the acreage accessions previously mentioned incidentally, in 1941 the Dairy Husbandry farm was enlarged by 29.5 acres raising the total to 204.5. At the same time the Animal Husbandry farm of 321 (1916) was enlarged to 583.5 acres, including a portion for poultry husbandry. In 1943 the College donated six acres of the Agronomy farm of 102 acres (1916) to the College of Engineering to be used as an aeroplane hangar site, but the acreage loss was more than made good by the exchange in 1946 of 15.7 acres of the Agronomy farm for use as a runway extension, for 52.3 acres at the County farm, thus leaving 132.6 acres in the Agronomy farm. In 1943 the Reyman Memorial farm station of 930 acres was enlarged by the acquisition of 57 acres. In 1948 upwards of 3,500 acres were used by the College for experimental and other purposes.

5. THE COLLEGE OF ENGINEERING AND THE SCHOOL OF MINES

The reorganization of this College was also largely in the interest of the Graduate School. Because of the opposition of Dean Jones over a period of years to efforts to make the School of Mines independent of the College of Engineering and because of his conservative attitude toward the proposed graduate school and incidental matters, President Turner decided to remove him from the deanship of the College and to substitute in his stead someone more in sympathy with the President's plans and more acceptable to his advisers. Although he revealed his purposes to a number of persons, he planned to make the changes gradually so as not to offend Dean Jones who more than any other one person was responsible for the growth and the prestige of the College. He was accordingly asked to recommend Professor R. P. Davis to be assistant dean, which he did. As such he was placed "in charge of all relationships between the College of Engineering and the Graduate School, and the College of Engineering and the Engineering Extension work."

At the same time (January 17, 1930) Professor C. E. Lawall, head of the department of mining engineering and director of mining extension

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since September 1, 1924, was made director of the School of Mines which was to function independently of but in close cooperation with the College of Engineering and, as formerly, through two departments, namely: mining engineering and mining and industrial extension. The courses of instruction offered by the School of Mines after 1930 were for a time however the same as those previously offered in the College of Engineering. One of the curriculums led to the B. S. in Engineering of Mines degree and the other to the regular B. S. degree which, with an additional year of prescribed courses, led also to the B. S. in Engineering of Mines degree and beginning in 1931 to the E. M. degree.

In keeping with the purposes of the reorganization effected in 1930, Director Lawall gave increased attention to mining extension. For that purpose he enlarged his program which was designed to serve the best interests of the miners and the mine owners from an academic standpoint, and the state through the scientific development of its coal resources. The number of instruction districts was increased to eight, each of which was provided, as previously, with a full-time instructor who offered courses weekly during the regular school year to each of a number of groups. In 1931-32 a total of 1,207 men and boys, with ages varying from sixteen to sixty-six were enrolled in the courses. The total enrollment, not including 430 in the Summer Short Courses, for the five year period ending in 1935 was 7,440 which was about one-third of the entire total since 1913.

Most of the work in industrial extension was new however. Under the supervision of Professor L. V. Carpenter of the College of Engineering Waterworks Operators and Fire Service schools were established in 1931. The former functioned at or near the time of the Water Purification Conference, held annually at the College since 1925 in cooperation with the Division of Sanitary Engineering of the state department of health under direction of E. S. Tisdale. The Fire School was held annually in connection with the University Summer Session and doubled its enrollment in the course of five years. Under direction of Professor W. S. Downs of the College of Engineering the annual Road School was revived; Professor A. A. Hall of the College of Engineering continued to hold conferences in the metering of electrical energy; and the later popular courses in electrical welding were commenced in 1931-32 with a total enrollment of three.

For the accommodation of the School of Mines and its sponsored activities, in 1932 the director renewed the movement launched in 1921 by Professor A. C. Callen and by R. M. Lambie for a mineral industries building on the University campus. With the aid of interested leaders, the Depression having lifted, his efforts were largely responsible ten years later for bringing to the campus the Mineral Industries Building. Largely

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through the initiative and the leadership thus displayed, its sponsor had meanwhile been made president of the University.

As the plans for the graduate school temporarily eclipsed other things, Dean Jones of the College of Engineering was pushed into the background of the picture, and he regretted his part in having sanctioned it. A heated correspondence between him and President Turner followed and resulted in mutual charges of bad faith, as set forth by the dean in a fifty-seven page manuscript entitled, "Facts Relating to the Changes in Organization of the College of Engineering and Subsequent Developments." The results hastened the pending changes and the acting dean was made dean of the College, effective July 1, 1932. At the same time Dean Jones was made dean emeritus and professor of power engineering with a salary only slightly less than that of the dean of the College. Dean Jones died August 16, 1939.

The reorganization effected by Assistant Dean Davis consisted largely of curricular changes. Among other things were a common freshman year requirement; a common three-hour course in power engineering; an increase in the required mathematics from 16 to 18 hours; a three-hour required course in bacteriology, a five-week summer course in surveying, and a three-hour course in highway engineering for civil engineers; and reductions in the electrical engineering required of chemical engineers and in the amount of shop work required of all.

Because of the Depression, the inadequate quarters, the antiquated equipment, and the low salaries, the total enrollment of the Engineering College tended however to remain constant at about 400. The general situation was brought to light in October, 1937, in a report of a committee representing the Engineering Council for Professional Development, a newly constituted accrediting agency made necessary by the fact that more than three-fourths of the states of the Union had enacted laws regulating the licensing of engineers and requiring all applicants for licenses to be graduates of accredited schools.

The report of the accrediting committee was no surprise to those immediately concerned. This was notably true of the chemical, metallurgical, and ceramics department which, although it then had the largest enrollment in the College, was inadequately housed and poorly equipped. As expected, it was not accredited. The electrical engineering and the mechanical engineering departments were accredited but with the understanding that they would lose that status at the end of two years, if certain prescribed improvements had not been made. The civil engineering and the mining engineering departments were accredited unconditionally. As a result of this awakening, efforts to comply with accrediting requirements were resumed and the need for additional reorganization was revealed.

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In general the changes resulted in "less chemistry, shop work, and design work" and in more mathematics and more advanced electrical engineering. Eight courses were dropped, the credits in three were reduced, and beginning in 1937-38 seven new courses were added. The following year fifteen new courses carrying a total of 35 hours credit were added to the several curriculums, and a number of consolidations were effected. Among other things, the department of electrical engineering was integrated, expanded, and standardized; steam, gas, and experimental engineering and machine design and construction were consolidated into the department of mechanical engineering; and the autonomous courses in civil engineering were organized into an integrated department. This was effected following the death of Professor R. L. Morris, September 1, 1931 when the courses in railway engineering and surveying, formerly taught by him, were assigned to Professor L. V. Carpenter who, following the promotion of Professor R. P. Davis to the assistant deanship on July 1, 1930, had taken over the work in hydraulic and structural engineering. Effective September 1, 1942, the department of electrical engineering announced a "communication curriculum" consisting of electrical communications, radio engineering, and additional mathematics.

As a result of these changes the electrical and mechanical engineering departments were accredited, but the chemical, metallurgical, and ceramics department was still denied accreditation. Following its removal to the Mineral Industries Building in 1945 and the installation of required laboratories and other equipment, the department was fully accredited in 1948 and was then one of the best in the College.

Other programs had meanwhile contributed to progress. Beginning in June, 1935, a course for civil engineers was given at Camp Russell L. Morris near Terra Alta, Preston County, and beginning in September, 1939, the ground training in the Civilian Pilot Training Program, offered at the request of the U. S. Civil Aeronautics Authority, was given by Assistant Professor Paul H. Keister of the department of mechanical engineering. This course carried three hours credit and 30 students were enrolled. The Army having lent the necessary equipment, both primary and secondary courses were offered in 1940-41 with 92 students enrolled in the former and 31 in the latter which carried six semester hours credit. With 50 students enrolled in the primary course and 30 in the secondary, the ground school functioned through 1941-42.

Under contract with the U. S. Civil Aeronautics Authority the University then entered upon a full-time training program of Army-Navy cadets. The first session of this program, consisting of eight weeks, started July 14, 1942, with 10 Navy V-5 enlisted reserve trainees. An additional group of 10 Army Air Corps enlisted reserve trainees was enrolled on August 4, 1942. For each of these groups the ground instruc-

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tion totaled 240 hours and the flight instruction, which was given by a commercial company, totaled a minimum of 35 hours. A second session of this program was started on September 5, 1942, with enlisted Navy men, and on December 16, 1942, a class of 35 Naval V-5 cadets was enrolled. The latter group was the first contingent of enlisted men on active duty to receive instruction through the University. Because of difficulties between the C. A. A. and the commercial contractor, the University at this time took over the flight program and the title of the course was changed from C. A. A. Civil Pilot Training to C. A. A. War Training. The flight programs for the C. A. A. were directed by Professor Alex. H. Forman of the department of electrical engineering.

With the completion in 1943 of the program for the 35 Navy V-5 cadets the University aviation program was changed to Army Air Corps cadet training in the pre-pre-flight level. The instruction was in such basic subjects as mathematics, physics, English, geography, and history and was less technical than the training given in the previous programs. Training in the pre-pre-flight level began in the spring of 1943 and enrolled 300 cadets who during the required five months, were housed in the Law Building.

Because of the interest in these programs, Dean Hodge in 1944 established a department of aeronautical engineering and aviation headed by Professor R. O. Wickersham, but lack of facilities for developing a curriculum and the later indifference of Acting Dean Davis to the new department caused Professor Wickersham to resign at the end of one year. He was succeeded by Associate Professor H. W. Woolard who for like reasons resigned in 1948, and the work of the department was assigned to an instructor in the person of E. N. Stevenson. This was despite the fact that an investigating committee of the West Virginia Society of Professional Engineers, appointed in June, 1944 had recommended the immediate establishment of a "full course in Aeronautical Engineering" in the University College of Engineering.⁷

Having cooperated in the mining and industrial programs of the School of Mines, the College of Engineering was prepared to take over the West Virginia segment of the United States Engineering Defense Training Program. Beginning in September, 1940, this program was handled through the office of the U. S. Commission of Education and was designed to provide intensive technical training on the college level. For this purpose courses were given in applied mechanics and in applied engineering in a score or more centers. Almost 12,000 persons were enrolled in this program which necessitated an expenditure in excess of \$500,000.

In 1944 the organization and the work of the College was changed somewhat by the removal of Professor Davis from the deanship and the substitution of Professor W. W. Hodge, head of the department of chemical engineering since 1921, assistant director of the Engineering Experi-

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ment Station from 1927 to 1936, and director since 1936. As dean he was responsible for establishing the department of aeronautical engineering and aviation, for making the Engineering Experiment Station an independent unit, and for the promotion of Professor W. A. Koehler from acting head of the chemical engineering department to head, effective July 1, 1945. A hangar was equipped for instructional purposes; several thousand dollars worth of planes and accessory equipment were obtained from the federal government for the cost of transportation; and following the death of Professor L. D. Hayes, October 1, 1944, Associate Professor H. M. Cather was made acting head of the mechanical engineering department, effective November 1, 1944, and professor and head, effective July 1, 1945.

Professor Davis having been made acting dean of the College, effective July 1, 1945, Professor Hodge resumed direction of the Engineering Experiment Station, which was then given independent status. At the same time Professor Hodge was made professor of research engineering. Effective January 1, 1946, he retired to emeritus status and about the same time again accepted a research fellowship with the Mellon Institute of Industrial Research. Professor Walter A. Koehler was then made acting director of the Engineering Experiment Station.

With an increase of 234% in the enrollment of 1946-47 over that for 1941-42, the respective figures being 1,280 and 547, the College was again confronted by problems of limited and improvised working space, inadequate and antiquated equipment, and an undermanned staff. It then functioned through six regular departments. In addition to those previously mentioned they, together with the respective heads, were: electrical engineering, Professor Alex. H. Forman who died June 14, 1948, and was succeeded by Professor E. C. Jones; civil engineering, Professor H. W. Speiden who in 1936 had succeeded Professor L. V. Carpenter, resigned; and mechanics, a service department operated for the other departments and the School of Mines and headed since 1920 by G. P. Boomsliter who resigned the headship, effective July 1, 1949, and was succeeded by Professor Carl H. Cather. The problems were lightened somewhat by the acquisition of \$229,855 worth of surplus war equipment, but about \$120,000 additional was needed.

The increased enrollment following the war had meanwhile completely nullified predictions to the effect that the completion of the Mineral Industries building would solve the floor space problems of the College of Engineering. Studies completed in 1947 indicated that 165,000 additional square feet were needed. These needs, together with much historical data, were set forth in "Progress Report" appearing in the February, 1947, issue of *West Virginia Engineer*. Critical studies were being made meanwhile of the several curriculums, and there was a general tightening up on requirements for admission and for graduation.

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The Engineering Experiment Station was not given a separate budget until July 1, 1945. Prior thereto "the Station," with nineteen research and as many technical bulletins to its credit, was a clearing house for the researches of staff members of the College of Engineering and of the School of Mines. When it was given independent status, the director was made the budgeting officer responsible directly to the president. When Director Hodge retired, effective January 1, 1946, Professor W. A. Koehler, head of the department of chemical engineering, was made acting director and was functioning in that capacity in 1948.

The Station had meanwhile become the recipient of a number of fellowships and grants-in-aid of research projects. The funds spent this way, including that paid typists, student assistants, and part-time mechanics, for 1946-47 totaled \$24,779. The most important phase of the research enterprises had to do with petroleum and natural gas, which was financed through state appropriations in sums of \$20,000 for the 1945-47 and \$22,000 for the 1947-49 bienniums. But for the lack of working space, a larger number of private and corporate fellowships would have been available.

With the election of Professor C. E. Lawall to the acting presidency of the University, effective September 1, 1938, D. L. McElroy, assistant director of mining extension and director of Fire Service and the Waterworks Operators extension schools from 1931 to 1938, resigned to accept a position in Virginia Polytechnic Institute, and the School of Mines was directed during the ensuing year by Associate Professor Wm. A. Staab. G. R. Spindler, instructor in mining extension since 1934, was made assistant director of mining extension and director of the Fire Service Extension School. When Acting President Lawall became president, effective July 1, 1939, Director McElroy became director of the School of Mines, director of extension in the industrial sciences, and professor of mining engineering, and Spindler was continued in the positions assigned to him in 1938. Except during leaves extending from October 8, 1941 to June 30, 1942, Professor McElroy functioned in the positions assigned him in 1939 until his resignation, effective May 1, 1943, to become chief engineer of the Consolidation Coal Company, Fairmont, West Virginia.

Following the resignation of Professor McElroy, Spindler was made assistant director of the School of Mines and, effective July 1, 1944, director of mining extension. Following a leave extending from August 16, 1944, to May 21, 1945, in which Director Spindler was a lecturer on mining engineering and mining for the British Ministry of Fuel and Power in England, he was made director of and professor in the School of Mines, but his appointment was terminated, effective October 10, 1945, to permit him to become chief of the state department of mines. He was succeeded at once as assistant director by Associate Professor C. T. Holland, since 1941 a member of the mining and industrial

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extension staff, who had meanwhile for a short time lectured on mining in the University of Sheffield, England. Effective July 1, 1948 Professor Spindler was again made director of the School of Mines and of mining and industrial extension. Soon thereafter Associate Professor Holland accepted the headship of the department of mining engineering in Virginia Polytechnic Institute.

During World War II chief interest was in mining and industrial extension, each of which was expanded to aid the war effort, as indicated by enrollments reaching well into the thousands. With the return of peace the enrollment in the School of Mines was more than doubled, increasing from 61 for 1945-46 to 144 for 1946-47. Following a transitional decline the total for the mining and industrial extension division for 1946-47 was almost as large as for 1939-40, the respective figures being 3,345 and 3,016, which included in each case short course on-and-off-the-campus enrollments.

The work in industrial extension had been strengthened and popularized meanwhile by the Appalachian Gas Measurement Short Course first offered in August, 1938, "to provide an opportunity for persons interested in the quantity measurement and pressure regulation of gas, to obtain information on repair and operation of equipment used for that purpose, and to acquaint them with the latest developments in the gas measurement and regulation field." In its initial year this three day School was attended by more than 300 persons representing twenty states, the District of Columbia, and Canada. It was discontinued through 1942-44, but the postwar courses were more popular than those of the pre-war sessions. More than 450 persons attended that for 1948.

6. THE SCHOOL OF MEDICINE AND THE UNIVERSITY HEALTH SERVICE

Instead of maintaining the standard requirements agreed to in 1921 and in 1922 for the School of Medicine, the state board of education connived with University administrators in a studied effort to ignore standardization requirements so as to increase the enrollment and favor West Virginians over non-residents, particularly those from New Jersey and New York. Although the total enrollment reached the permissible maximum of thirty in 1918-19, on March 3-4, 1921, the board authorized the administration to limit the "entering class" for that year to fifty and "to proceed to enroll them and collect their tuition fees as soon as advisable in order that West Virginians may have the first opportunities to secure and hold the places." In pursuit of this policy the tuition for non-residents was increased to \$200. But they did not object to that and, through the use of various devices, succeeded in being accepted. As the state interest remained constant, the total enrollment almost trebled in the course of the ensuing ten years and the pre-medical enrollment reached 275; but little or no change was made in the facilities for accommodating it.

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The search for a suitable site in West Virginia for a veterans' hospital in 1932 revived interest in establishing a four-year medical school at the University as a means of bringing the proposed hospital to Morgantown. The Depression and the traditional indifference to higher education having eliminated the possibility of financing the proposed school by the state, the University administration considered the possibility of interesting private individuals and the Rockefeller Foundation. With these possibilities in mind, the elevation to the rear of Woman's Hall was selected as a suitable site for the proposed school, and it was also suggested that it might be housed in the newly constructed University Rural High School building. To aid in the solution of the incident problems and a proposed reorganization, Professor S. J. Morris of the Medical School was made assistant to the dean, effective July 1, 1932. In the interest of economy the "Pelter Report" (1934) proposed that the plant of Fairmont State Teachers College be taken over by the University and used by it to house either the College of Law or the Medical School.

At this juncture the necessity of reorganization of the School of Medicine was pushed into the forefront by the joint report of examining committees of the American Medical Association and the Association of American Medical Colleges, which indicated that the School was woefully deficient in standard requirements. Among other things, it was alleged "to be largely influenced by partisan politics"; too many and too poorly prepared students were admitted; the faculty was undermanned and incapable; the plant was "wholly inadequate"; and the library was undeveloped. As a consequence the School was again dropped from membership in the Association of American Medical Colleges.

Taking cognizance of "the situation," the board of governors appointed a committee headed by A. B. Koontz to study it and make recommendations. In due course this committee recommended, "First, that steps be taken to make the school worthy of Class A rating, and Second, that either by arrangement with existing four-year schools or by the establishment of a full four-year course in West Virginia, provision be made for the completion of medical education by our students."

In compliance with these recommendations, Professor J. F. Sly, acting dean of the faculties, on June 4, 1935, appointed a committee composed of Professors E. J. Van Liere and G. S. Dodds and Associate Professor F. R. Whittlesey of the Medical School faculty, to make recommendations for giving the School Class A rating. In due course this committee proposed a reorganization divested "of political influences or other forms of pressure" and authorized to limit the size of the entering class to thirty; to strengthen the faculty; to ask \$20,000 annually for supplies and equipment; to make recommendations concerning the library; and to request the return of the Health Service which had been transferred to the Division of Physical Education in 1929. The report indi-

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cated also that the board of governors committee was then looking for a new dean and that it was understood that Dean Simpson would be retired to emeritus status.

These recommendations were approved by the governors, effective July 1, 1935, and Professor Van Lier was then made acting dean. At once the entrance requirements were extended from two years (66 hours) to three years or 90 hours, exclusive of military and physical education; plans were made for a new medical building; a library committee was appointed; and in due course the reorganization was submitted to the proper officials of the American Medical Association and the Association of American Medical Colleges. Late in 1936 an exhaustive report was made to each of the accrediting agents summarizing the accomplishments under the reorganization program. As a result the School was reinspected in June, 1937, and approved by each of the accrediting agencies. Effective July 1, 1937, the acting dean was made dean.

The Medical School having been rehabilitated, the next concern was to provide a complete medical education for those who took the first two years at West Virginia University. The difficulty was in placing them in desirable institutions. Failing in this, the School had one of two alternatives: to discontinue or to expand. As public sentiment and tradition eliminated the former and as the latter was, in the absence of funds, seemingly impossible, some other solution was imperative. It came in 1942, when an arrangement was made with the Medical College of Virginia, at Richmond, by which it accepted annually 17 to 20 third year certificated students from the University School of Medicine. On the other hand the University agreed to pay the Medical College of Virginia a minimum of \$17,000 for the first contingent and a minimum of \$34,000 annually thereafter, which was increased at the rate of \$1,000 for each student in excess of 34, to and including 40.

This arrangement was approved by The Rockefeller Foundation, the American Medical Association, and the West Virginia Legislature through the necessary appropriation, and the first contingent of University trained students entered upon their studies in Richmond on December 15, 1943. Because of the accelerated program then in use to aid the war effort, the second contingent enrolled on June 5, 1944. Although many West Virginians thought that their state could and should support a four-year medical college, the arrangement with the Virginia College was acceptable. The dean of the University School attended the graduating exercises in Richmond and signed the diplomas of all those who did their first two year's work at Morgantown.

As indicated elsewhere, the School of Medicine functioned effectively on the accelerated program during the war period. It used 1945-46 to clear up the odds and ends of that program which was abandoned at the beginning of 1946-47, together with the quarter system. In both years

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about one-fifth of the enrollees were women who were preferred to others because of their comparatively high scholastic standings and because of the fact that the School, beginning in 1945-46, offered a two year course in medical technology leading to the B. S. degree. This course prepared students to serve as technicians in hospitals, clinics, research laboratories, and in offices of practicing physicians, and was taken by those who had finished the pre-professional curriculum in an arts and sciences college.

Because of the congested conditions and the inability to provide other capable teachers, members of the medical staff aided in teaching a number of courses for non-medical students, among them the anatomy course for students in physical education. The work of the School was handicapped however because of inadequate quarters and facilities. To overcome the former and at the same time pave the way for a four year medical college the construction of a new building to cost about \$1,500,000 was suggested. Except the fact that a number of West Virginia University trained students objected to being required to finish their medical course in Richmond, the cooperative arrangement between the Medical School of Virginia and the University School of Medicine was satisfactory.

In compliance with the recommendation of the investigating committee of the American Medical Association, made in 1934, and with the efforts of the reorganization committee of the School of Medicine, the Student Health Service was restored to the latter in 1935. Since 1929 it had been in the Division of Physical Education under direction of Dr. W. H. McGaw to 1932 and of Dr. F. R. Whittlesey since then. Dr. Whittlesey directed the service to September, 1940, when he resigned and was succeeded by Dr. Roy R. Summers who was in charge to July 31, 1943 when he resigned and was succeeded by J. E. Andes. Because of ill health, Dr. Andes resigned on March 31, 1944 and was succeeded by Dr. J. J. Lawless, Ph. D.

In consideration of a semester fee of \$2.50 the Student Health Service gave each student clinical and minor surgical service. Through co-operation of the department, since 1936 the College, of pharmacy, they were for a time also given free medicines, but later a cost charge was made for this service. In 1937 an arrangement, in process of negotiation since 1935, was made with the Morgantown Hospital Service, Inc., under which students, in consideration of an insurance fee of twenty-five, later fifty, cents each semester were given free hospitalization in the City and the County hospitals. By 1940-41 the total number of treatments in the Health Center reached 27,480 of which number 24,563 were ambulatory patients. A total of 2,201 calls were made at rooms and hospitals by the nurses and the doctors. Almost one-fourth of the treatments (6,049) were for colds, respiratory and kindred ailments. The next largest number (3,375) were minor dressings. A total of 4,047 were classed as "miscellaneous".

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Prior to September, 1942, the Health Service was housed in the Infirmary, a privately owned frame structure located immediately to the rear of the President's House. In response to repeated urgings the 1939 legislature appropriated \$135,000 for a University owned health center building which was dedicated on Alumni Day, May 15, 1942, and opened in September following, at a total cost, not including equipment, of about \$160,000. In addition to secretarial help, the initial staff included three physicians, three nurses, and one technician, but the physicians gave a part of their time to teaching in the School of Medicine. The department of pathology of the Medical School was housed on a part of the second floor.

The Student Health Center was a godsend to trainees who began to reach the campus in increasing numbers early in 1942. To accommodate them the third floor was converted into a ward where as many as 25 boys were cared for at one time. This necessitated an increase in the number of doctors, nurses, and attaches and was perhaps largely responsible for a movement looking to the hospitalization of civilian students in the Health Center. In the absence of the necessary funds to establish such a service, The Morgantown Hospital Service, Inc., continued to render it under the contract entered into in 1937. In addition to the service given trainees, 68% of the civilian student body and 67% of the University faculty received medical treatment in 1943-44 through the Student Health Service; 4,810 prescriptions were filled; and 7,449 clinical examinations were made.

7. THE COLLEGE OF EDUCATION

With Dean Deahl, a confidant of President Turner in reorganization and faculty personnel matters, approaching his seventy-first birthday, he was, on January 17, 1930, retired to teaching status, effective July 1 of that year, and Dr. Earl Hudelson, a member of the faculty of the College of Education of the University of Minnesota, succeeded him as dean of the College of Education. At the same time Dean Hudelson was made a member of the graduate council in charge of the education division. With mutual expressions of commendation they assumed their respective posts and worked together until the end of 1932-33, when Dean Deahl was given emeritus status. In his retirement he was hailed as the founder of the University Rural High School.

Dean Hudelson was responsible for a number of changes in the organization of the College of Education. Through his influence with President Turner, he was also a potent factor in determining the personnel of other units. With the authorization of the University Rural High School Building, his faculty, which included that of the high school, was increased perceptibly, but the more important changes were determined

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with respect to the proposed graduate school. With that in view, the practice of rotating courses among members of the faculty, insisted upon by Dean Deahl, was discontinued and the organization was departmentalized. The departments, together with the respective "advisers", were: general education, Professor J. N. Deahl; educational administration, Professors R. D. Baldwin and F. W. Stemple; educational materials and methods, Professor Rebecca L. Pollock; educational psychology, Professor J. E. Bohan; and educational supervision, Professor L. B. Hill. Each of the departments contained an undergraduate and a graduate division and the dean himself was in charge of the latter. Graduate curriculums leading to the M. A. degree were developed for teachers, both elementary and secondary, for principals, and for superintendents; a placement bureau to serve the entire University was established; and additional importance was attached to the administration of teacher certification.

Early in President Boucher's administration the departmental arrangement in the College of Education was abandoned; the number of courses was reduced; and they were arranged in two divisions—undergraduate and graduate. At the same time President Boucher considered returning the College of Education to departmental status in the Arts and Sciences College, but a board order of July 2, 1937, repeating phraseology used in establishing the Graduate School, vested the College of Education with "full control (in the University) of all professional teacher preparation, directive control of all academic teacher preparation, and full control in recommending to the state department of education for certification of teachers, principals, supervisors, and superintendents."

With a view to relieving the College from the disfavor into which it had fallen because of its allegedly padded program, its disproportionately large number of professors, and its insistence that all those pursuing teacher training should enroll in the College of Education, President Boucher appointed a committee instructed to integrate the teacher-training work of the entire institution in such a manner as to eliminate cross-purposes and misunderstandings. This committee was composed of representatives of all units training teachers for certification and through its chairman, Professor L. B. Hill, worked in close cooperation with the state department of education which administered the regulations governing teacher certification, as determined by the state board of education. After one year the President reported that the College was "in less disfavor with other colleges in the University than previously."⁸

Following the death of Professor J. E. Bohan, January 8, 1935, Dr. H. G. Wheat, Professor of Education in Marshall College, was added to the College of Education staff in the capacity of professor for the purpose of inaugurating a program of graduate training for both teachers and principals of elementary schools. During a few summer sessions he

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used the facilities of the Seneca School of the public school system of Monongalia County, but, beginning September 1, 1940, an arrangement was made with the Monongalia County Board of Education whereby the University, after five years, acquired the Wade School near the Field House but was privileged at once to convert it into a laboratory elementary school. Although it served the purpose of getting the program started, this two-room teacher arrangement was inadequate for the larger program proposed later.

Beginning in 1935 the College of Education considered expanding its program to cover the entire field of teacher training. In this it was restrained because of an unauthorized agreement made in 1923 between Professor Deahl and the state normal schools, by which the University restricted itself to the training of secondary teachers. The normals having become colleges each offering curriculums leading to certification in both the elementary and the secondary fields; the demand for elementary teachers having far exceeded the supply; and a single certificate having been authorized for both elementary and secondary teachers, the need for a complete elementary teacher training program at the University seemed wise in the public interest.

Lack of facilities was a factor in this situation. Although originally organized as a junior-senior high school, an overcrowded condition made it advisable to convert the University Rural High School into a senior high school, and the University Laboratory School consisted of only two rooms. Available facilities were thus inadequate for a complete program. An act of the 1947 legislature, authorizing the governing boards to change the name of the University Rural High School and giving them authority to make needed adjustments, was an initial step in dealing with this admittedly difficult situation.

Following the introduction of graduate degree requirements for principals, supervisors, and superintendents, the increase in salaries of teachers who held advanced degrees, and the enactment of the county unit law vesting administration and supervision in county superintendents, the College of Education was forced into the dual role of graduate school in summer and undergraduate school in winter. This situation gave rise to problems with respect to thesis requirements and to teacher training facilities. For some time the College hesitated to abolish the thesis requirement, because of the dreaded influx of incompetents which such a move would seemingly welcome. In despair the thesis-problem was substituted, but the staff personnel was still swamped in the summer by a volume of "research", the chief value of which was in the practical contributions to class exercises.

The total enrollment having declined from 680 for 1939-40 to 173 for 1943-44 and that of graduate students for the corresponding years from 288 to 88, the acting dean of the College reported in 1946 that it

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had "done well to exist, let alone grow." Already, the enrollment was however returning. That for 1946-47 reached the unprecedented figure of 1,058. Of this number 385 were graduate majors, and the 156 taking practice teaching was only seven short of what it was in 1939-40. More encouraging still, the salary increases resulting from the 1947 legislation tended to replenish the teaching ranks.

In still other ways the College of Education adjusted itself to the postwar condition. Among other things were graduate curriculums growing out of guidance work-shop programs and leading to the M. A. degree for teachers and counselors in those fields. In response to an increasing number of requests, it also planned to expand the curriculum of the University Rural High School by adding courses in mining maintenance and in other trade skills. Instead, this was achieved through a cooperative arrangement with the Morgantown High School. The Safe-Driving Work-Shop, instituted in the summer of 1946, was a success and tended to nullify the negative results of a similar offering in 1937-38. And audio-visual education, first introduced in 1938-39, was successful.

More than that of any other major unit, the personnel of the College of Education teaching staff was constant. Except the changes incident to death and retirement, there were none in the College proper. Dr. Deahl died December 21, 1942, and Professor Pollock on June 12, 1948. On the other hand the turnover in the University Rural High School during the eleven year period ending in 1946 was about 20% annually. This was attributed primarily to the low salary schedule. Regardless of the cause, the teaching efficiency was thus reduced in a few cases to "a level of questionable respectability."

8. THE COLLEGE OF LAW

Under direction of Dean T. W. Arnold who resigned, effective January 1, 1931, to accept a professorship in Yale, the curriculum of the College of Law was put into line with current developments. He was succeeded on April 1, 1931 by Dr. T. P. Hardman, a former Oxford fellow, who since 1915 had been a member of the staff. The courses in law being somewhat standard, he concerned himself largely with new materials and with methods of presentation. Teaching was generally by the case method and regular "Practice Court" took the place of moot court. With the aid of selected students *The West Virginia Law Quarterly* appeared regularly, and from time to time members of the staff aided in code revisions and in drafting bills for the legislature and the governor. In 1914 the College became a member of the Association of American Law Schools, and it was approved later by the American Bar Association. In 1938 the West Virginia Law School Alumni Association was re-organized and addressed by Hon. John J. Cornwell. Except in the war

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period, it met annually thereafter at commencement time and heard an address by a prominent member of the bar.

Although the College of Law did not cease to function in World War II, the enrollment at one time fell to thirteen. Following the cessation of hostilities recovery was rapid, moving to 224, an unprecedented number. The necessary physical and curricular adjustments were also unprecedented. The changing order necessitated a change in emphasis. To meet the latter the offerings in the field of taxation were increased from four to six hours and a course on labor law was added. Largely for the benefit of veterans the dean developed a "program of refresher instruction." With the first issue devoted exclusively to problems of taxation, *The West Virginia Law Review* resumed publication in 1946, and with the Honorable C. E. Clark of Yale as the speaker, the Alumni Association was revived. Professor C. L. Colson of the staff had served meanwhile as secretary to and legal advisor of a legislative interim committee. As a result of the work of the law faculty in cooperation with the legislature and the governor, it was in 1947 authorized to constitute a bureau of research of legal problems to work under direction of an executive secretary functioning through the administrative office of the state supreme court of appeals.

9. THE SCHOOL OF JOURNALISM

Under direction of Dr. P. I. Reed, who joined the department of English in 1920, beginning at once a curriculum in journalism was developed. Beginning with 1927-28 a separate department of journalism was established in the Arts and Science College. As the enrollment expanded and the demands became more diversified, courses were offered in most aspects of professional journalism.* The state press and a number of influential individuals having become interested, the department was raised to separate school status by an order of the board of governors of April 22, 1939. Dr. Reed, who had advanced meanwhile from the rank of assistant professor to professor, was made director. In 1944 the School was accredited by the American Society of Journalism School Administrators.

Before journalism attained departmental status, it was largely responsible for a number of developments. For instance, it set the pattern for introductory courses in private and denominational schools and in some of the state supported colleges; in 1921 the instructor cooperated with Salem College in organizing the West Virginia Intercollegiate Press Association sponsored by Jennings Randolph, then a student in Salem College; under the leadership of Dr. Reed, the state press began in 1922 to hold annual professional conferences at the University; under the same leader state editors and publishers in 1924 organized themselves

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into the West Virginia Newspaper Council; and in 1922 he instituted a State Journalism competition among all the high school newspapers of the state, that functioned annually thereafter and served as an effective bond between the University and the state high schools. Activities of this contest were in a measure responsible for the West Virginia High School Press, an organization which met annually under the sponsorship of Marshall College.

While it was yet in the departmental stage journalism was responsible for a number of other developments. In 1932 it cooperated with the scholastic teachers of journalism in the state in organizing the West Virginia Association of Scholastic Journalism Directors who met annually thereafter, except in the war period, at the University in a two day conference. In 1935 it directed the State Newspaper Council in instituting the West Virginia Journalism Hall of Fame as a means of honoring outstanding deceased editors and publishers. The elections were made in odd-numbered years only and, starting in 1935 with A. W. Campbell and Andrew Price, were made regularly. Finally, the department of journalism had a part with the State Newspaper Council in organizing the Fifty-Year Club to honor those who had served the profession fifty years.

In 1941 the School of Journalism established a small quarterly magazine called the *West Virginia Fourth Estatesman* with Dr. Reed as editor and members of the teaching staff as associate editors. This publication was devoted to problems of running newspapers, to new ideas in professional training for journalism, and to journalism news. It had a circulation of about 600. As indicated elsewhere the School functioned through the war period. At the end of the war the professional enrollment increased noticeably, and the offerings were arranged in a graduated sequence ranging from news-editorial to public relations writing.

10. THE SCHOOL OF MUSIC

With the enrollment declining from 94 in 1927 to 55 in 1931, the School of Music was under the direction of Louis Black until October 6, 1933, when, because of failing health, he was put on a part time basis. While a new director was being found, Professor A. J. Dadisman, director of the summer session, was director of the School of Music until July 1, 1934 when Frank Cuthbert, since 1922 soloist at St. Bartholomew's Church in New York City, became director. In 1948 the School was approved for full membership in the National Association of Schools of Music.

Under Director Black the offerings in music were in two curriculums: applied and public school. When the staff took over in his illness, the offerings were departmentalized as follows: ensemble, Instructor

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Kenneth Wood; piano, Assistant Professor V. W. Shepherd; pipe organ, Instructor Grace Martin Snee; public school music, Assistant Professor Lydia Irene Hinkel; music education was without a head; theory of music, Instructor Flora Ray Hayes; violin, Instructor Kenneth Wood. Generally this arrangement was adhered to thereafter, but with the introduction of a graduate program in 1939-40, the several departments were fitted into "suggested" curriculums.

The school had meanwhile been dealt an all but fatal blow in 1932 by the forced transfer of those pursuing the public school curriculum to the College of Education. With the beginning of the 1934-35 session they were permitted to enroll in either school, and nineteen of those enrolled in the College of Education returned to the School of Music. The results were reflected in the enrollment which increased from five for the first semester of 1933-34 to 21 and 55 for the corresponding semesters of the two ensuing years.

Director Cuthbert sponsored extracurricular activities. The Men's Glee Club of from 50 to 85 voices functioned until the war period, and the Woman's Glee Club of from 100 to 125 voices gave a number of concerts. There was also a University-Community Orchestra and a University-Community Mixed Chorus. The Annual Band, Orchestra, and Chorus Clinic, beginning in 1938, was of statewide interest. In 1940 it attracted 70 high school students and about 25 directors and teachers of music. Some of the concerts were broadcast.

Beginning in 1939-40 the School of Music first offered graduate work and in the course of the ensuing eight years seven students received the M. Mus. degree. The Cuthbert Male Voice Scholarship of \$150 first offered in 1935 and three board of governors scholarships, carrying exemption from payment of contingent fees during a period of four years, stimulated interest. More than in any other unit, the enrollment was not affected by the war demands. Assistant Professor B. R. McGregor, Director of the R. O. T. C.-W. V. U. Band, served in a similar capacity in the Army during part of the war period. The work of the School was handicapped because of inadequate quarters.

11. THE COLLEGE OF PHARMACY

For the purpose of providing "systematic instruction in pharmacy" the department became the College of Pharmacy in 1936 under directorship of the incumbent, Professor J. L. Hayman, who in 1935 had been made a professor. In compliance with a recommendation of a committee of the Council on Pharmaceutical Education the title of director was changed to dean, effective July 1, 1938. Effective July 1, 1937, the fees were made to harmonize with those of the other professional schools at \$64.50 a semester for residents and \$139.50 for non-residents. In

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1939 each of these fees was increased fifty cents to cover hospital insurance. The facilities of the College continued to be used by the state board of pharmacy in conducting examinations for registered pharmacists and assistant registered pharmacists. In both its departmental and college stages this unit was handicapped by inadequate and undesirable quarters in the basement of Woodburn Hall.

Because of the deferment of students of pharmacy, the college enrollment was not affected perceptibly during the first two years of World War II. When the draft age was reduced and deferments curtailed, the enrollment was cut in half. Following the war it increased so rapidly that the size of the entering class was limited to thirty-five in the 1945-46 session. Transfers from other colleges were accepted only to fill vacancies. The total enrollment for 1947-48 was 124, of which 15 were women. Including those graduated by the School of Medicine prior to 1937, a total of 110 students received the B. S. Phar. degree to and including the class of 1947. In addition to these 46 students had been graduated from the two year course in pharmacy and the same number from the three year course.

Beginning about 1940, interest in pharmacy was stimulated by financial aid to deserving students. In that year a revolving loan fund of \$65 was established by private gifts in memory of Alfred Walker, first president of the West Virginia Pharmaceutical Association. In 1947-48 the fund was \$1,518.56, which was administered by the University secretary of loans and placements. Beginning in 1943-44 the American Foundation for Pharmaceutical Education made \$400 available annually for scholarships. In the next year the pharmacists of the state, "individually and collectively", provided nine scholarships of \$600 each payable over a four year period. There were also still other funds and prizes.

Much of the effectiveness of the College was due to its contacts, both within and beyond the bounds of the state. Since 1926 Dean Hayman had been secretary of the West Virginia State Pharmaceutical Association; in 1946 he declined to be considered for the secretaryship of the American Pharmaceutical Association; and effective August 10, 1948, he was president of the American Association of Colleges of Pharmacy. Beginning in 1937 the College of Pharmacy Alumni Dinner became an annual event of Commencement Week. In recent years the College has considered from time to time formulating an extension program designed to keep pharmacists up to date in prescription writing and other techniques.

12. MISCELLANEOUS

Other units and agencies functioning in this period, were the division of physical education which in 1937 became the School of Physical

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Education and Athletics; the committee on buildings and grounds, chair-manned by Professor J. B. Grumbein until 1945 when, following a brief interim during which Professor C. H. Cather was in charge, he was succeeded by A. M. Miller; the bureau of information, established in 1935 as a means of circumventing a legal technicality incident to the act of 1932 abolishing the office of University Alumni Secretary; the University book store; the office of publications, an embryo university press, established in 1936 under direction of Gerald Jenny; the radio office, active regularly since May, 1938, following a series of experiments in 1930-31 and again in 1937-38; the military division, headed by a professor of military science and tactics, except during a part of World War II when a commandant was in charge of the student training corps; a dean of women and until July 1, 1936, a dean of men; a business director of residence halls and commons; a registrar; a librarian; to and including 1947 a director of the summer session; and a director of extension, who prior to November 4, 1933, was the "extension agent." Because of their importance in the organization setup, the library, the summer session, and the extension service require additional attention.

As planned by President Turner, a new library was to be the cornerstone of the proposed graduate program. He was therefore not wholly disappointed when the legislature appropriated \$300,000 for the former and only \$24,000 for the latter for the 1929-31 biennium. With a projected tower for the accommodation of 1,000,000 volumes and its seminar rooms and stack cubicles, the primary purpose of the new structure was evident. It was dedicated November 20, 1931, with Governor Wm. G. Conley and President Turner as the speakers of the occasion.

Because of his physical condition, Dr. L. D. Arnett, who had been librarian since 1910, was not equal to the exactions of the new library program. Beginning July 1, 1935, he was given a limited service status. In the choice of a successor President Boucher, influenced by successful experiments elsewhere, tried to make a librarian of Dr. C. G. Brouzas, associate professor of Latin and Greek, who had only student experience with libraries. Although he devoted his best efforts to the assignment, it proved too much for him, and on August 31, 1939, he relinquished it to resume full-time teaching as head of the classics department.

With President Boucher's experience as a background, President Lawall, in his first important official act, made a special effort to get a trained librarian. His choice was Wm. P. Kellam who did much toward putting the library on an efficient and scientific basis. An ever increasing need for help made it possible to do this without discharging members of the staff, but the aquisition of additional volumes and many tons of documents soon utilized all the available space. The projected stack-tower failed to materialize however; the promised \$40,000 annually

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for books averaged less than \$10,000; and responses to efforts on the part of the University Librarian to improve the library situation throughout the state were pitiful. The only visible result was the State Library Commission, since 1942 housed in the building formerly occupied by the Student Health Center.

Disappointed and discouraged, Librarian Kellam resigned, effective August 31, 1946, to accept another position. Following an interim, ending July 1, 1947, during which the library was administered by a committee chairmanned by Fleming Bennett, E. M. Grieder, who had trained at Columbia and Harvard, was made librarian.

The chief purpose of the library was to provide books and related materials to supplement the regular curricular work of the University. In 1948 it contained about 200,000 volumes and received about 1,000 periodicals and newspapers. There was a special collection of books and manuscripts relating to West Virginia. The manuscript collection included about 500,000 private letters and about 3,000,000 court record items. There were also several hundred volumes of newspapers. Audio-visual aids included about 425 educational motion picture films, 200 film strips, and a small collection of slides. The Package Library Extension Service functioned during this entire period and issued bulletins. The library staff consisted of twenty-two persons.

In 1930 Professor A. J. Dadisman succeeded L. L. Friend as director of the Summer School which in 1932 became the "Summer Session." It functioned as such under Director Dadisman until June 30, 1947, when, the enrollment having trebled, direction was taken over by the respective deans and directors of the units offering work in the summer session. Thus it tended again to be a part of a continuous session. Incidentally, the enrollment had increased from 791 in 1945 to 2,693 in 1946 and to 3,103 in the first term of 1947, when the change in organization was authorized.

With a total of 1,383 in the 1929 Summer School the enrollment increased to 1,438 in 1931, the peak for the pre-World War II years. In the intervening years it varied from 963 in 1934 to 1,277 in 1940, and fell rapidly in the war period. When the University began to operate on an accelerated basis in 1942, with all the colleges and schools except the College of Law offering courses, the summer session enrollment increased perceptibly. From 800 to 1,000 trainees were enrolled.

From 1929 to 1931 only about twenty per cent of the enrollment was graduates, but it increased to about fifty per cent in 1932 and remained rather constant at that proportion until 1942, when the percentage of graduates dropped to about thirty, where it remained during the war period. About seventy per cent of the enrollees were in the College of Education with agriculture, chemistry, English, and physical education runners-up, as of 1942.

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The summer session staff, varying in size from about 100 to 120 members, was drawn from all the units except the School of Medicine, the Law College, the College of Pharmacy, and the Military Division. When the University went on the accelerated program, all the colleges, schools, and divisions, except the College of Law, offered summer session courses. When the College of Pharmacy was established in 1936, it offered summer courses, but the enrollment did not justify continuing them. Beginning in 1947 the College of Law participated in the summer program during eight weeks. Most of the summer session instructors were members of the regular faculties, but from five to twenty visiting professors were used annually, as determined by their availability and the available funds. Most of the visiting instructors served classes in education.

Because of the general availability of the automobile, the social committee in 1939 formally abandoned the old time sight seeing trips for summer school students who in such matters were left to their own convenience and resources. On the other hand, the social committee depended upon planned dances and upon the special features which had become a part of the summer session programs. Among the latter, as of 1939, were the First Field Course in geology conducted at Geology Camp, Mouth-of-Seneca; the Thirteenth Annual Field Course in botany and geology; the Six Week Course in Surveying at Camp Russell Love Morris, Terra Alta, Preston County; the Third Annual Coaching school, attended by 142 registered coaches; the Second Annual Band, Orchestra and Chorus Clinic; and a Parent-Teacher Officer conference lasting three days. Besides, the University Demonstration High School operated during nine weeks; the University Elementary Laboratory School functioned during six weeks; and there were regular weekly convocations and a number of special lectures.

Although the College of Agriculture and the School of Mines each developed a regular extension program on an increasingly large scale, other extension offerings were sporadic. The conservative policy of the graduate council was also a determining factor. Beginning in 1916-17 courses in group extension were offered by the department of education of the Arts and Sciences College and, beginning in 1917-18, by the department of history and political science of that College, but prior to 1930 all such courses were offered under the general direction of heads of departments and deans with suggestions from the president of the University. Few courses in any field were given between 1923 and 1930.

With the establishment of a separate College of Education in 1927 and the appointment of Dr. Richard Aspinall "university extension agent" as of September 1, 1930, interest in extension work was revived. Accompanied by Dean Shortridge, Professor F. E. Clark, and the reg-

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istrar, the "agent" visited Charleston at once where he helped to organize extension classes in chemistry and history with Dean Shortridge as teacher of the history. About the same time Dean Hudelson of the College of Education visited the Eastern Panhandle to explore the possibilities of extension work in that quarter,⁹ but the work was discontinued at the end of 1930-31. For sometime thereafter the "agent" was an unofficially designated field agent of the University. As such he visited high schools and was in demand as a high school commencement and a service club speaker. After the departure of Alumni Secretary Yoke, the extension agent drilled the speakers for Mountaineer Week and took over other functions formerly performed by the Alumni Secretary.

With a change in the political and educational setups in 1933 interest in university extension was revived and, the title of "Agent" Aspinall having been changed to "Director", as of November 4, 1933, a few extension classes were organized in the vicinity of Morgantown. Beginning in 1934, group courses for Negroes were offered in conjunction with West Virginia State College in and about Charleston, and from time to time surveys were made with a view to organizing group extension courses on a large scale. Although the results of the surveys were generally favorable, few classes were organized. In response to the reorganization launched in 1935 Director Aspinall again announced his intention to organize group extension courses on a large scale. The following year he became assistant to the president in charge of student affairs, which required the major portion of his efforts.

Beginning in 1936 interest in group extension was largely on the graduate level, but the graduate council, influenced largely by personal elements and by a desire to maintain standards, tried to restrict the work to the undergraduate level. In conformity with this policy, requests from Fairmont State Teachers College, from Morris Harvey College, and from members of the faculty of the University College of Education for graduate extension courses were declined. In 1938 the graduate council refused to consider the matter further waiting action of the 1939 legislature with respect to funds for extension services.

Courses offered for Negroes on the undergraduate level and in conjunction with West Virginia State College were continued, but these courses, together with all others on the undergraduate level, were dealt an all but fatal blow by an order of the state board of education of 1933 denying credit of any kind for work done by correspondence, and of 1936 restricting that done in extension to courses offered by accredited institutions and by members of their faculties, who gave three-fourths of their time to regular college work. The director of university extension was thus in an anomalous position. On the one hand an increasing number of students were asking, in some cases demanding, expansion

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of the extension program, whereas the graduate council, in the interest of academic standards, made expansion on the graduate level all but impossible.

The situation was eased somewhat in 1940 by an order of the graduate council allowing credit for courses done in extension on the graduate level, provided that only six hours of credit earned in such courses could be counted toward the M. A. degree, that the courses were taught by members of the graduate faculty of the University, and furthermore that library and other aids for offering them were available and used. Under this arrangement two professors offered courses for credit in Charleston in the summer of 1940; seven Sisters completed the work for the M. A. degree in Mount De Chantal Academy, Wheeling, in the summer of 1941; and a few hours credit were earned in 1941 in a travel and study course to the Pacific Coast.

In response to requests from the director of extension for an increase in the credit hours allowed toward the M. A. degree and for relief from embarrassments due to his unauthorized commitments with respect to such credits, the graduate council, in 1940, declined to make concessions, and President Lawall came into the picture. At his request the matter was referred to the council of administration, of which the director of extension was a member, and on September 26, 1940, it approved an order permitting graduate students pursuing approved majors to offer fifteen hours credit earned in extension toward the M. A. degree, provided no more than eight hours were in one subject. Without formal approval both the graduate council and the graduate faculty conformed to the requirements of the council of administration in the matter of graduate extension credits.

The first budgetary allowance for university extension work was made in 1941-42, but its effectiveness was nullified somewhat by the war demands of that and the succeeding years, restricting travel. The offerings were thus confined to centers in easy access of Morgantown. By 1943-44 the declining enrollment in the University made it possible to release teachers who established residences in distant cities and organized extension classes there and in nearby points. Thus the program was again expanded to include Charleston, Beckley, Bluefield, and other places; the total enrollment increased from 80 in 1941-42 to 347 in 1943-44, and the governor, a personal friend of the director, charged that the University had been negligent in not establishing an extensive graduate extension program.

Because of the interest thus aroused and the renewed activities of the director, beginning in 1944-45 teachers were employed for the extension staff only, and members of the regular faculty in increasing numbers gave one class each in extension. As a result of their activities, the total extension enrollment reached 869 in 1946-47, and the net

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profits from it for that year were \$13,170.97. Encouraged by this showing the extension program for 1947-48 was extended throughout the entire state, and E. B. McCue, a University alumnus (M. A., 1937), was employed to assist in directing it. Following the resignation of Director Aspinall, effective December 1, 1948, Assistant Director McCue became acting director and continued to develop the extension program largely on the graduate level.

Interest in and plans for university correspondence work had meanwhile grown apace. The first step was taken in 1936 when the council of administration voted to accept twenty hours of correspondence earned credits transferred from accredited institutions. Beginning in 1939, Director Aspinall repeatedly called attention to this action and to the fact that most of the institutions in the North Central Association of Colleges and Secondary Schools maintained correspondence course programs.

The way having thus been paved, Director Aspinall submitted a correspondence curriculum to the council of administration which approved its introduction, when budgetary conditions permitted. Subsequently, the state board of education informally expressed its willingness to go along when "a good sound" correspondence department was established. In 1947-48 a tentative correspondence course program was in process of formulation.

ADMINISTRATION AND PERSONNEL

1. INTRODUCTION

Presidential tenures were insecure and of brief duration in this period. All told, there were four presidents and three acting presidents. In the order of their succession they were: John Roscoe Turner, July 1, 1928-December 31, 1934; Robert Allen Armstrong, acting, January 1, 1935-September 30, 1935; Chauncey Samuel Boucher, October 1, 1935-August 31, 1938; Charles Elmer Lawall, acting, September 1, 1938-June 30, 1939, president, July 1, 1939-August 31, 1945; Charles Thompson Neff, Jr., acting, September 1, 1945-June 30, 1946; and Irvin Stewart, July 1, 1946-. The vice-presidency, defunct since 1899, was revived on October 7, 1946, and Charles Thompson Neff, Jr., secretary to the board of governors, was appointed to the position, effective from the date of appointment.

In only one instance, that of Dr. Turner, were the presidents refused re-election. The others terminated their respective tenures by resignation. During a part of Acting President Armstrong's tenure most of his duties were taken over by Dr. J. F. Sly, "acting dean of the faculties" and self-styled "dean of deans", and Acting President Armstrong implied that his powers had been usurped. In 1936 the office of assistant to the president, vacant since 1910, was revived with the appointment

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of Dr. Richard Aspinall who, beginning July 1, 1936, functioned in that capacity in student affairs to July 1, 1944.

Instead of the board of governors curtailing the duties of their secretary in compliance with a recommendation of the Survey of Education made in 1928, his titles and duties were increased from time to time. With the disclosure in 1934 of irregularities in the office of the financial secretary, the duties of that office were transferred to the secretary of the board, effective July 1, 1934. At the same time he was made treasurer of the Agricultural Experiment Station. As his titles were not descriptive of his duties, they were abolished and, effective July 1, 1942, he was given the more comprehensive title of comptroller.

Except short time interruptions, the tenures of the deans and directors were secure. During September-November, 1935, Dr. W. P. Shortridge was a professor in the department of history and from December 1, 1935, to July 1, 1936, he was acting dean of the College of Arts and Sciences. Otherwise he was dean of that college during this entire period. With the resignation, effective January 31, 1938, of F. D. Fromme from the deanship of the College of Agriculture to accept a position in the federal Department of Agriculture, he was succeeded by C. R. Orton, former head of the department of pathology and forestry. The work in cooperative extension having increased tremendously, that division was then given separate status under Director J. O. Knapp, who from 1933 to 1938 was assistant director of agricultural extension and from 1938 director.

In 1930 R. P. Davis of the engineering staff was made assistant dean and two years later dean of the College of Engineering which prior to that time had been headed by C. Ross Jones since 1911. Through the intercession of the governor of the state, Dean Davis was removed in June, 1944, and Professor W. W. Hodge, head of chemical engineering since 1921 and director of the Engineering Experiment Station since 1936, succeeded him. With the appointment of a new board of governors, Professor Davis was restored, effective July 1, 1945, but in the capacity of acting dean. At the same time the Engineering Experiment Station was given independent status under direction of former Dean Hodge who retired to emeritus status, effective January 1, 1946, and was succeeded by Professor W. A. Koehler in the capacity of acting director.

With the resignation of Dean J. N. Deahl, Dr. Earl Hudelson became Dean of the College of Education, effective July 1, 1930, and remained in that position until his voluntary resignation in 1945, when he was succeeded by Professor F. W. Stemple as acting dean. Following the voluntary resignation on January 1, 1931, of T. W. Arnold as dean of the College of Law, he was succeeded on April 1, 1931, by T. P.

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Hardman. J. L. Hayman was director of the College of Pharmacy from its establishment in 1936 to July 1, 1938, when he became dean.

Beginning July 1, 1939, the School of Journalism functioned under the direction of Dr. P. I. Reed, who in 1922 established the department out of which the school grew. Following the retirement of Dean J. N. Simpson on July 1, 1935, to emeritus status, E. J. Van Liere was acting dean of the School of Medicine to July 1, 1937, and dean thereafter. Dr. C. E. Lawall was director of the School of Mines and of industrial extension from July 1, 1930, to his resignation on July 1, 1939, to be president of the University. Effective July 1, 1939, Director Lawall was succeeded by D. L. McElroy who resigned on May 1, 1943, and was succeeded by G. R. Spindler who was succeeded on January 1, 1946, by C. T. Holland in the capacity of acting director. Effective July 1, 1948, Professor Spindler again became director.

During the illness of Louis Black, Director of the School of Music, Dr. A. J. Dadisman, Director of the Summer School, served in that capacity during 1933-34. On July 1, 1934 Frank Cuthbert became director and functioned as such until his death, January 27, 1949. Beginning July 1, 1929, C. P. Schott was director of the division of physical education, which, following his resignation, effective July 1, 1937, became the School of Physical Education and Athletics under direction of Dean A. W. Thompson who resigned in 1945 and was succeeded in 1946 by G. Ott Romney. Following a brief interim in 1935 Dr. F. E. Clark, chemistry, succeeded Dr. S. P. Burke, as chairman of the graduate council. Chairman Clark's tenure was terminated on July 1, 1947, when he retired and was succeeded by R. B. Dustman, head of the Agricultural Experiment Station. Dr. A. J. Dadisman was director of the Summer Session from 1929 to 1947, when it was abolished as a separate unit, and L. L. Friend was registrar from 1929 until shortly before his death, March 20, 1944. He was succeeded by J. Everett Long, the assistant registrar, first as acting registrar and beginning July 1, 1944, as registrar.

Among teachers in the Arts and Sciences College, not otherwise mentioned, who contributed to the success of the University in this period were Dr. Nellie P. Ammons (1920), botany; Dr. Margaret B. Cole (1938), mathematics; Dr. Bird M. Turner (1923), mathematics; Dr. E. L. Core (1926), botany; Dr. Lilly Belle Deatrick (1920), chemistry; Dr. C. A. Jacobson (1920), chemistry; Dr. C. L. Lazzell (1922), chemistry; Dr. Charles Mitrani (1921), Romance languages; Dr. J. P. Brawner (1935), English; Dr. Helen Purinton Pettigrew (1919), English; Assistant Professor Elizabeth Frost Reed (1919), English; Assistant Professor Greek Sayre (1918), English; Dr. F. M. Smith (1917), English; Dr. R. C. Spangler (1914), botany; Dr. J. R. Cresswell, philosophy; and Dr. L. H. Taylor (1922), zoology.

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In his contributions to Shakespearian lore Professor J. W. Draper added to his reputation as a scholar. As a collaborator on a two-volume work entitled *A Short History of the American People*, Professor O. P. Chitwood enhanced his reputation as a textbook author; in *Eastern Asia* (1948) Professor T. E. Ennis attracted international attention; and through *The Baltimore and Ohio in the Civil War* and *Johnson New-lon Camden: a study in individualism*, Professor F. P. Summers made notable contributions to regional history.

2. RETIREMENTS

During the latter part of this period tenures of administrators and instructors were determined somewhat by the rules governing retirements. Although the need for retirement allowances had been brought home to the institution through Carnegie pension awards made in 1907-10 to three professors and one president, efforts to establish a retirement system had not passed beyond the recommendation stage at the beginning of this period. For some time thereafter most of the retirements were by the death route. When it failed administrators, they sometimes resorted to demotions with increase in salaries.

Because of the inadequate salaries, the practices of competing institutions, and the security trends, the University was forced to establish a retirement system. For some time awards were made only to those who qualified for limited service because of their long and effective tenures. Those who qualified on this basis were J. H. Cox (1930), English philology; Horace Atwood (1931), poultry husbandry; J. N. Deahl (1933), education; R. A. West (1933), engineering; L. D. Arnett (1935), librarian; Susan Maxwell Moore (1935), music; and J. N. Simpson (1935), medicine.

As a means of eliminating the so-called "Old Guard", President John R. Turner considered retiring those of professorial rank who were sixty years of age, and in July, 1935 Professor J. F. Sly, acting dean of the faculties, proposed an order which would have permitted placing professorial staff members who had reached the age of sixty-five on limited service at an annual stipend varying from \$1,200 to \$1,800, as determined by the length and the quality of service in particular cases. This order did not become effective, however, and on April 2, 1938, the board approved an order authorizing limited service retirements at the age of sixty-five and fixing the compensation at a flat \$1,200 each. Retirements made under it included Rachel H. Colwell (1938), home economics; F. B. Trotter (1939), acting president, 1914-16, president, 1916-1928, and professor of Latin, 1928-39; J. M. Callahan (1940), dean of the Arts and Sciences College from 1916 to 1929 and professor of history from 1902 to 1940; and J. H. Gill (1940), engineering.

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The University was included in the state retirement system for teachers authorized in 1941 on a pension-annuity basis, but no retirements were made at once. An amendatory act of 1945 making them compulsory at the age of sixty-five, except in cases where re-employment was requested by the employer for justifiable reasons, changed this picture perceptibly. Because of various factors involved, particularly the short notice and the scarcity of qualified teachers, the board of governors interpreted this act liberally by a tentative policy under which staff members who were mentally and physically fit, were not retired until they reached seventy. In 1945 the board supplemented the pension-annuity allowance, raising the maximum for one person to \$1,500 which was in 1946 increased to \$1,800.

Those retiring to emeritus status under the supplemented pension-annuity system were: 1945—W. J. Carl (engineering), J. B. Grumbain (engineering), R. E. Seaman (engineering), Grace Martin Snee (music), and Sylvia J. Soupart (education); 1946—O. P. Chitwood (history), Lilly Belle Deatrick (chemistry), W. W. Hodge, effective January 1, 1947, (engineering), D. D. Johnson (English), Nell Nesbitt (home economics), Bertha Browning Purinton (assistant registrar), A. M. Reese (zoology), R. S. Spray (medicine), and B. S. White (engineering); 1947—C. H. Ambler (history), F. E. Clark (chemistry), T. L. Harris (sociology), L. B. Hill (education), T. C. McIlvaine (agriculture), J. H. Rietz (agriculture), and Bird M. Turner (mathematics); 1948—F. A. Molby (physics), Rebecca L. Pollack (education), Madison Stathers (Romance languages), J. E. Winter (psychology and philosophy), and P. D. Strausbaugh, effective August 25, (botany).

3. THE SECOND TURNER PRESIDENCY, CONT'D., 1929-34

Influenced by current hatreds and antagonisms, most of which were attributed to the general faculty meetings, and by his own ideas of "how to run a university", President Turner dispensed with general faculty meetings and vested both administrative and policy determining functions, in so far as he shared them, in the council of administration. Membership in this council was limited to the President and to deans, but it was later extended to include unofficially other directive officials, particularly those friendly to the President's policies.

In both policy making and execution chief reliance was however upon unofficial extra-campus advisers and upon personal friends and favorites, notably the dean of the College of Agriculture. More than others, they designated members of the faculty for membership in the "Old Guard" and for consequent demotions. Officially, this was however the work of "a carefully selected committee of faculty members", otherwise known as "the snooping committee", which was requested to

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make "an intensive and detailed survey of all the departments and operations of the institution." Generally, the findings were thought to conform with predetermined plans and notions.

Chief concern centered however in the Graduate School. As previously indicated, the reorganizations following its establishment were with a view to making it effectively all-comprehensive, and efforts to that end extended beyond the campus. For instance, members of the board of public works were shown unusual attention and speaking itineraries were designed "to build the University into the life of the State". To further this objective the "University of the Air" made daily broadcasts through the courtesy of the West Virginia Newspaper company and the use of programs prepared by Alumni Secretary Yoke. About the same time it was announced that the department of physics of the Arts and Sciences College had secured a radio station permit which would make possible regular broadcasts of weather conditions for the benefit of farmers.

As usual, the success of the proposed undertakings depended upon finances, but the outlook was encouraging. Although the requested appropriation for a graduate school had been denied in 1929, the appropriation for a new library building was generally regarded as the initial step in a program calling for an expenditure of \$1,000,000 in the near future for a graduate school. Thus encouraged, the president proclaimed widely that the desired appropriation was "sewed up in the bag for the next session", and he began to plan for the consolidation of "all our institutions" with himself as chancellor. To that end an enlarged extension program was considered helpful, and Dr. Richard Aspinall was made "university extension agent", effective September 1, 1930.¹⁰ As yet the extension program had not been developed however, and the choice of an "agent" at that particular time was largely a concession to J. S. Lakin, chairman of the state board of control.

But for the Depression which had settled upon the country in 1929 and refused to lift, these plans might have been successful. There was much enthusiasm for the proposed graduate school, and members of the board of public works, notably the governor, were reported favorable to the necessary budget. But as the work of budget making advanced, it became evident that about \$2,250,000 additional state funds were needed to keep the public schools open for the minimum term. Under such conditions it was generally agreed that it was more important to do this than to make expansions at the University or elsewhere in the field of higher education. The requested appropriations for that purpose were accordingly denied and instead of the University budget being increased, it was reduced.

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Moreover, the depression conditions failing to improve, the legislature was convened in extra session on July 12, 1932, in an effort to save the state from bankruptcy. This was effected by a general reduction of about twenty per cent of all budget items and by particular salary reductions, including that of the president of the University, which was reduced from \$15,000 to \$7,500, and that of the director of inter-collegiate athletics which was reduced from \$8,000 to \$4,000. At the same time the "position of secretary of the alumni association of said university" was abolished.

Although President Turner accepted the crisis legislation in good faith, the failure of the graduate program, plus the personal equations involved, was his undoing. Whether in desperation or as a means of testing his popularity preliminary to seeking a seat in the United States Senate, he was drawn into partisan politics to the extent that he sought and accepted election as a delegate at large from West Virginia to the Republican National Nominating Convention of 1932. He thus provoked not only the criticism of Democrats but also that of factions within his own party as well. More perhaps than any other one thing, this turn of events explains why his salary was reduced more in proportion than that of other state officials.

When the Democrats carried the ensuing national and state elections by large majorities, President Turner's position at once became insecure. When he failed to aid and even opposed the resulting efforts to reform a situation found to be corrupt and inefficient from bottom to top and insisted instead that the board of governors be given complete control of University finances, his tenure was only a matter of the time necessary to reconstitute the board of governors. This policy was accelerated by an investigating committee of the house of delegates which, as stated in the "Pelter Report", found many things wrong with the University. Under the circumstances the small student demonstration staged in "behalf of our beloved president" availed nothing. The president of the board of governors met it by a curt announcement that the tenure of President Turner had been terminated, effective January 1, 1935.¹¹

Like other administrations of University affairs, that of President Turner left residua of evil as well as of good. Among the former were a number of appointments and promotions of a personal and friendship character. Moreover, the efforts to build the proposed graduate school into the heart of the University by disregarding departmental lines and interests confounded University publications and entailed irreparable frustration. Then, too, the summary discharge, in 1933, of twenty-eight members of the regular faculty in the alleged interest of economy was generally regarded as unnecessary. It was later described by Acting President Armstrong as "the bitter, tragic circumstance." Opportunities to get substantial gifts, notably one from the late John Barton

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Payne, were bungled. Worse still perhaps was the repudiation of former friends and advisers, among them Dr. J. N. Deahl who by 1933 was "the best example of a University jay-walker we have to offer."¹²

On the other hand, President Turner was largely responsible for the New Library building dedicated on November 20, 1931, at a total cost of about \$300,000. Because of the space thus made available, the Library acquired a number of manuscript collections and several private libraries, notably that of Guy Despard Goff who represented West Virginia in the United States Senate from 1925 to 1931. In May, 1933, his widow, Mrs. Anita Baker Goff, presented his entire library of about 9,000 volumes to the University Library as a Memorial to the deceased Senator and West Virginian, bringing the total content, as of that date to 130,000 volumes, not including pamphlets, newspapers, and manuscripts. Both Elizabeth Moore Hall and the Field House were completed in President Turner's administration. The initial steps toward the construction of Men's Hall and both the North and South wings of Woman's Hall as self-liquidating, federal subsidized enterprises, were taken then. The University Rural High School building was occupied without cost to the state at the opening of the 1933-34 session. The Kearneysville farm of 158 acres in the Eastern Panhandle was purchased as a demonstration center in the use of sprays and in picking and packing fruit. Oglebay Hall annex was completed in 1934 and planning for a mineral industries building was begun.

President Turner was interested in campus improvements. Even before his inauguration he was concerned about the congested and at times hazardous condition of campus traffic. As a solution of this problem, he proposed either a bridge from College Avenue to Sunnyside or a tunnel under that part of present University Avenue passing through the campus. He finally approved a proposal of Professor J. B. Grumbein, Superintendent of Buildings and Grounds, for a "safety island", later known as "Grumbein's Island", and stop lights at the intersection of College and University avenues. In response to long standing requests and to the earnest insistence of the Women's Student Government group, telephones for the use of students were first installed in Woman's Hall in October, 1934. But most important of all perhaps was the installation in October, 1930, of an electric clock in the tower on Woodburn Hall to regulate the beginning and the end of class exercises. This improvement was made at a total cost of \$2,500.

4. THE 1935 INTERIM

Acting President Armstrong was the oldest member of the University faculty in point of service. He was only "temporary acting president", and it was understood that the budget would be prepared by Professor Sly, head of the bureau of government research, who had been

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designated by the governor for that purpose. It was also understood that Professor Sly would cooperate with the financial secretary of the University who was "preparing a study of budget estimates". The authority of the "temporary acting president" was thus restricted to administrative routine.

The acting president's authority was limited furthermore by an order of May 10, 1935, appointing Professor Sly "Acting Dean of the Faculties" and authorizing him to make recommendations preparatory to the selection of a new president. In the execution of this order the acting dean became somewhat aggressive, and orders approved on his recommendation were accordingly "set aside and held for naught". He resigned the acting deanship effective July 31, 1935, and the office was abolished. The acting president was thus given a larger degree of freedom. In the absence of board authorizations, he was unable however to undo certain generally criticized acts of the retiring acting dean. This was notably true of the demotion of Dean Shortridge of the Arts and Sciences College and the substitution in his stead of Associate Professor Carl M. Frasure in the capacity of "Assistant to the Dean (Acting)."

Although the University presidency was complicated by the receptive candidacy of the president of the board of governors for the position, the situation was negotiated by A. B. Koontz, a governor, who, through cooperation of his brother, found an acceptable candidate in Dr. Chauncy Samuel Boucher, Dean of the College of Arts, Literature, and Science of the University of Chicago. Cleveland McS. Seibert nominated Dr. Richard Aspinall, and, there being no other nominations, the vote was taken on August 29, 1935, by secret ballot. The result was Boucher, four, Aspinall, two; and W. C. Preston, one (that of Judge E. G. Smith, president of the board). With the president not voting, the election of Dr. Boucher was made unanimous, effective October 1, 1935. At the same time the salary of the new president was fixed at \$10,000 and he was allowed \$100 a month additional for maintenance of the President's House, including the cost of receptions and official entertainments. The salary of Dr. Aspinall was increased from \$3600 on a twelve month basis to \$4,000 on the same basis. In the course of the ensuing three years his salary reached \$5,200 on a twelve month basis.

5. THE BOUCHER PRESIDENCY, 1935-38

The new president was born in Chicago June 14, 1886, when his father, Chauncey Watson Boucher, was business manager of the *Chicago Times*. His father was, however, essentially an educator. He had previously been a member of the faculty of Valparaiso University and in 1897 he became president of Marion (Indiana) Normal College, a position which he held until 1915, when he became president of Muncie

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College. The new president of the University held three degrees from the University of Michigan and was the author of a number of monographs on Southern history. He was then best known however for his volume entitled *The Chicago College Plan*, published in 1935.

Beginning in 1913 he was interested primarily in research and in teaching American history, first at the University of Michigan, then in Washington University, then in Ohio State University, then in the University of Wisconsin, then in the University of Texas, and finally (1923) in the University of Chicago, where he was in 1926 made dean of the Arts College. As such he became interested in general educational problems, out of which he evolved *The Chicago College Plan*. By experience he was thus well qualified for the presidency of West Virginia University.

President Boucher came onto the campus unannounced and, before his presence was generally known, had established himself in the President's House in such a manner as to forecast a desired democratic administration. Already former students of the University of Chicago interested in "the Chicago College Plan" had contacted him, but he approached the situation with determination to make good as head of what he characterized as "a distinctly cooperative enterprise."

The resulting enthusiasm was contagious and the "New President" was welcomed by the retiring acting president as "one of the leading educational authorities of the nation". His assurances to the effect that the "Chicago Plan" would not be forced upon the University and that a proposed committee on educational policies and practices would evolve a West Virginia Plan, were reassuring. The dormitory situation having been cared for, at least temporarily, it was thus confidently predicted that the University was "about to enter upon a new era". When the new president declined a formal inauguration, friends felt doubly sure of the success of his administration. Prior thereto only three presidents had been formally inaugurated. In each case the administration was terminated at the request of the governing board. As a harbinger of a more happy turn of events, alumni took an active part in the 1935 Homecoming, and on November 5, 1935 it was announced that the board of governors had functioned at the birth of two University agencies and at the rejuvenation of two old ones.

The new arrivals were the University senate and the graduate faculty. The senate was composed of the president of the University who was ex-officio the presiding officer; the registrar; persons of full professorial rank in all colleges, divisions and schools; and all heads and acting heads of departments not of full professorial rank. The senate had original policy determining jurisdiction in all matters that concerned the entire University and in all matters that concerned more than one college, division, or school. If other bodies, including the council of

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administration, exercised legislative functions, they were required to submit their actions to the senate for final approval. A two-thirds negative vote on its part vetoed all such legislation. The senate was required to meet at least once a semester and at such times as the president, in consultation with the registrar, determined.

The graduate faculty was composed of all faculty members who were then teaching or who had taught in the preceding session a graduate course, provided one-half of those enrolled in it were graduate students. Persons who had supervised the thesis work of two candidates for a master's or one for a doctor's degree were also eligible to membership. The graduate faculty set the specific requirements and standards of quality for admission to candidacy for graduate degrees and for the award of such degrees. The chairman of the graduate council was the presiding officer of the graduate faculty.

The revamped council of administration was composed of active and associate members. The former included the president, the registrar, the deans, and the directors of all colleges and divisions, and the latter such other directive officers as the president might invite to attend the council meetings. The new graduate council consisted of not less than five nor more than nine members, appointed by the president in consultation with the deans of the colleges and schools offering graduate work and in approximate proportion to their respective enrollments. One member of the graduate council was to be designated by the president as chairman. As such he was to be the executive officer of the council.

Two weeks later direction and supervision of student activities were vested in a committee on student affairs composed of a president-appointed chairman and the chairmen of committees on convocations and public affairs, discipline, residences and commons, social affairs, student body, organizations, publications, and calendar. Each of these committees was a sub-committee of the committee of student affairs whose chairman was a member of the council of administration. The committee on student affairs functioned in a legislative capacity and as an integral part of the University organization.

The general effect of this arrangement was a centralization of student affairs and an extension of the degree of student responsibility, but the chief purpose was to elevate the student morale. To that end a committee working under direction of Professor S. F. Crocker had developed a similar program. He was thus the logical person for the chairmanship of the new committee on student affairs; but he had been drafted for other work. Effective July 1, 1936, Dr. Richard Aspinall was made chairman of the committee and assistant to the president in student affairs. As the new committee and the assistant to the president absorbed most of the functions of the dean of men, that office was dis-

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continued on July 1, 1936, and H. E. Stone, former dean, was made secretary of student loans and placements. Dr. Aspinall was director of student affairs until his resignation, effective December 1, 1948, when he was succeeded by the Rev. J. C. Gluck in the capacity of acting director.

The committee on instructional policies and practices was chairmanned by Professor P. D. Strausbaugh. This committee was a general policy determining group composed of representatives of all colleges and schools in approximate ratio to their student enrollments. With a view to keeping curriculums and teaching practices at the highest point of efficiency it was given free range of all instructional programs, but it could not arbitrarily change curriculums and instructional methods. It was free however to make suggestions and was expected to bring about changes through group studies and other cooperative efforts. The committee held a number of conferences and was a constructive influence during the early part of President Boucher's administration.

Primarily with a view to measuring the effectiveness of different instructional techniques, President Boucher established a bureau of instructional research and placed it under direction of Dr. C. A. Drake who directed experiments through 1938-40. As the director was interested primarily in his own researches, the only discernible result of this experimenting was a change on the part of some instructors in the methods of conducting examinations. Among other things, objective tests came into increased favor with certain instructors and for certain groups.

The policy determining groups having been set to work, President Boucher directed his efforts to intra-college organizations and reorganizations, which were considered in some detail in the section on "Organization and Personnel" of this chapter. For the most part, they had to do with curricular changes that were worked out under supervision of the president and adopted by the units themselves. In some instances, where personnel was involved, the president took an active part. This was true of the College of Arts and Sciences where, after careful study and a vote of the heads of departments, Dr. W. P. Shortridge, who had taken the initiative in adopting features of the "Chicago Plan," was restored as acting dean, effective December 1, 1935, and effective July 1, 1936, as dean. Beginning December 1, 1935, Dr. Carl M. Frasure became assistant dean in charge of Lower division and functioned in that capacity until July 1, 1940, when he retired with the rank of full professor to devote his entire time to the political science department.

The case of Dr. Burke, former chairman of the graduate council, was another in point. When the graduate council, as constituted in 1930, was abolished in July, 1935, a department of industrial sciences was established with Dr. Burke as the director at a salary of \$5,132.

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As this department was independent of any college, school, or division, it presented "an administrative anomaly" which President Boucher tried to adjust through a personal conference with Dr. Burke, but he gave no indication of willingness to change his independent status and instead asked for funds to operate in that fashion and for a leave for himself to undergo a period of hospitalization. In reply President Boucher indicated his doubts of the wisdom, under the circumstances, of trying to maintain an independent research department, and Dr. Burke resigned, effective June 30, 1936.

In September, following, the President appointed a committee of seven chairmanned by Professor C. E. Lawall on industrial education and research and directed it to canvass the possibilities of University cooperative service to state industry and to state departments. The work of this committee was a factor in accelerating the movement for a mineral industries building. Dr. Burke's reluctance to leave the picture was perhaps influenced in part by the fact that his salary had been supplemented by private industry so as to keep it at \$8,500, following the salary reductions made in 1932.

Like most presidents, Dr. Boucher was interested in improving and enlarging the physical plant of the University. Men's Hall and North and South wings of Woman's Hall were occupied at the beginning of his administration, but the tunnel conduits for heating them were built under his direction. He was largely responsible for the decision to use the "Old Library" primarily for administrative purposes and for the expansion of the campus telephone system to include twelve lines and 150 extensions. Nearby acquisitions of land included the Boughner lot adjoining Men's Hall, purchased in April, 1936, for \$8,300; the Hunt lot near the Medical School building, purchased in 1937 for \$5,000; and the Beaumont property adjoining Oglebay Hall, purchased in June, 1937, for \$9,500. He tried in vain to secure federal funds for a self-liquidating faculty residence hall and for an extension to Oglebay Hall. Through his cooperation the faculty club was housed for a time in the former I. C. White residence, and he was personally responsible for the garage addition to the President's House and for the installation of shower baths in it.

Incidentally, the first automobile in Morgantown did not make its appearance until four or five years before the President's House was built in 1905. It was sometime thereafter before any member of the faculty could and did afford "a horseless carriage". In 1929, President Turner considered that the best interests of the University would be served by the use of an official automobile which was provided. On the other hand, shower baths, popularized by the modern athletic age, were then regarded largely as luxuries for the well-to-do and those near

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well-to-do's who could improvise them. All the dormitories and gymnasiums were later equipped with them.

Although the board of governors, particularly Arthur B. Koontz, was largely responsible for the progress made in this period in providing better living accommodations for students, it was an administrative achievement. Prior to the completion of Woman's Hall in 1918, the Annex (Episcopal Hall) with accommodations for about 35, was for years the only dormitory for women. In the course of a short period following World War I the new Woman's Hall was filled to capacity (253) and nearby Boughner House, with accommodations for about 35, was used to supplement "the Hall" and "the Annex". The situation with respect to freshmen men was so serious however that, beginning in September, 1932, the Boughner House was assigned to them. Otherwise most students, both men and women, resided in private residences, boarding houses, fraternity and sorority houses. With available private residences being occupied by industrial workers, the University had thus reached a stalemate in its growth.

This situation was relieved by a decision of federal authorities, made in 1932, to the effect that college dormitories were self-liquidating projects. Following this decision University authorities, under the active leadership of A. B. Koontz of the board of governors, set forth their needs and in due course funds were available for two wings, North and South, to Woman's Hall, and for a dormitory for men to be located at the intersection of High and Prospect streets.

With accommodations for 364 men and 253 women the new quarters were occupied at the beginning of the 1935-36 session and launched what was described as "a new era in university life", for the institution was thus lifted from a boarding house and fraternity school to a modern educational center from the physical standpoint. Through the use of faculty residents and student proctors, the new dormitories made possible greater care in the supervision and the direction of students, particularly freshmen.

The naming of the men's dormitory was informing incidentally. At the suggestion of President Turner, student admirers of Dr. S. J. Morris who was being groomed for dean of the School of Medicine, voted to name the building "Morris Hall". They were persistent and were prevented from making their desires effective only by an order from federal authorities to the effect that no building erected in whole or in part by federal funds might be named for a living person. But for this ruling the Field House, although built entirely by state funds, might have been named "Stansbury Field House" in honor of Director Stansbury.

To the surprise of many persons, the new housing quarters were occupied by the opening of the 1939-40 session, when 45 freshmen women

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and about one-third of the freshmen men were forced to live in private residences. To accommodate the men Episcopal Hall was reconditioned and used as originally intended, when occupied in 1895-96 by F. H. Yost and his friends. At the same time a movement was launched for the expansion of Woman's Hall. This was accomplished through the use of federal funds and the construction of Terrace Annex, completed in 1941 with accommodations for 206 girls.

Soon thereafter both Terrace Annex and Woman's Hall were needed wholly or in part for the feeding of military trainees who were quartered in Men's Residence Hall, Newman Hall, the Law Building, and in four fraternity houses. The situation was not relieved with the termination of armed hostilities in 1945, for veterans were already beginning to trickle back to the campus. The total enrollment for the 1946-47 session exceeded the expectation of the administration by more than 1,000.¹³

The resulting housing situation presented a unique problem. High building costs and the difficulties of getting building materials made it next to impossible to use funds already appropriated. Thus new buildings were out of the picture. It was under these conditions that those in authority resorted to the use of trailers and prefabricated apartments and appealed to private residents throughout the surrounding area. The worst feature of the crisis was a tendency to overtax the existing facilities. In desperation 91 additional men were housed in Men's Hall, and 52 additional women were assigned to the women's residence halls. Thus, additional dormitory space was again the greatest single need of the University.

The intercollegiate athletic situation had meanwhile come into the forefront. Following 1926 gate receipts were "good" to and including 1930, but, beginning in 1931, they scarcely met current expenses, the net receipts from all activities for that year and the next being \$2,218.47 and \$5,558.06, respectively. Since 1926, the stadium corporation had financed itself through the sale of short-term bonds and net gate receipts, but in 1931 it had difficulty in refunding its bonded debt. And that too despite the fact that it was underwritten by the state board of control, the stadium corporation, the governor of the state, the president of the University, the president of its board of governors, and the chairman of the athletic board of control. At the same time, the state board of control renewed its contract with the stadium corporation, turning over to it all University funds from and for athletic activities and leaving the director of athletics in control of them without requiring or expecting him to make regular accountings.

The Depression failing to lift, the state legislature was convened in special session in July, 1932, to take such action as it might consider necessary to avert threatened bankruptcy of the state. With that in

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view, it pruned the biennial appropriation in all departments and, incidentally, fixed a maximum of \$4,000 for the salaries of both the head football coach and the director of intercollegiate athletics at the University. Taking cognizance of the situation, a number of persons, among them officials in high places, expressed opinions to the effect that the University administration should exercise more direct control of athletic finances. As a means thereto President Turner placed members of the athletic staff on the regular University budget and defended his action on the score that intercollegiate athletics were a part of the University program. But his real purpose was to divert receipts to the stadium corporation in an effort to save it from bankruptcy and responsible state officials from embarrassment. In this way and for this purpose about \$62,000 from gates and fees collected in 1928-29 were turned over to the stadium corporation.

Appointment of C. C. "Trusty" Tallman, a popular member of the house of delegates and a former football star at the University, to be head football coach eased the situation somewhat, as indicated by the fact that the legislature, on February 20, 1934, congratulated the board of governors on their choice. On March 24, 1934, it repealed the act of 1932 fixing maximum salaries of the president, the director of athletics, the head football coach, and all assistant football coaches and again vested the University Board of Governors with authority to fix all such salaries. But, such gestures did not relieve the financial situation, and on December 1, 1934, some of the stadium bonds were declared in default as to both the principal and the interest. On the same day, the board of governors announced the removal of President Turner and its intention to effect a thorough reorganization of the University preparatory to the election of a new president.

Soon thereafter Governor Kump requested the state board of control to make an audit of the affairs of the athletic department of the University and of the stadium corporation. The requested audit was made at once by the board's traveling auditor and under the immediate direction of J. B. White, its treasurer. Among other things, the audit showed that the Stadium had cost \$629,145.67; that the subscriptions to finance it totaled about \$547,000 and netted \$396,000; that the bond issues of the stadium corporation totaled \$525,000, of which sum \$336,750 were unpaid but not all due; that it had received only \$58,065.22 from the athletic committee of the University from and including 1923-1930; and that the total indebtedness, including guarantees and other current expenses, over a period of years, was at that time (April, 1935) \$501,463.92. The "unaudited difference" was \$782.95 which, "Considering the large amount of money handled in these transactions [\$1,543,067.17 from July 1, 1922, to April 15, 1935], and the fact that much of it was spent on athletic activities in a more or less loose manner," was con-

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sidered "rather remarkable." Generally, the "difference" was attributed to limitations of a transitional period in bookkeeping and accounting.

The audit was a vindication of the director of intercollegiate athletics. Having discovered financial irregularities in other departments of the state government, those responsible for this audit approached it apprehensively. The results were, therefore, as gratifying to them as to others and the governor and his advisers at once launched a movement to have the state assume the financial obligations of the stadium corporation. This was favored on the score that intercollegiate athletics were a part of educational programs and the University used the Stadium. Moreover, the state had financed stadiums at Marshall College (one-third), at Fairmont State Teachers College, and at Concord State Teachers College. All agreed, however, that the University would have to assume greater responsibility for the direction and the control of intercollegiate athletic programs.

When Dr. Boucher became president of the University in 1935, his course with respect to intercollegiate athletics was thus rather definitely defined, in that he was expected to establish an effective control. In this he was handicapped somewhat by his self-announced dictum that "The subsidization of athletes makes intercollegiate athletics a stench in the academic nostril," which was interpreted to mean that they might be eliminated and certainly deodorized. Confronted by these possibilities, Director Stansbury, on the day before President Boucher entered upon the active discharge of his duties, gave him an unofficial picture of "the athletic situation at the University" and offered to adjust his program in line with the desired control. Among other things, he offered to banish all subsidized athletes from the campus, when and if desired. No such desire was indicated however, but the President did inform the Director of his intention to subordinate intercollegiate athletics to the physical education program.

To the surprise of Director Stansbury and others the suggested changes were not effected at once. Instead but doubtless as a means to an end, the President proceeded cautiously by first trying to put the University in "a better position to enlist sympathetic assistance in an attempt to find a solution of problems that come out of the past." Thus, no changes were made at once in the key personnel of the intercollegiate athletic set-up and the subsidized players were not banished from the campus, as proposed. But, efforts were made at once to put the intercollegiate program on a pay-as-you-go basis; the powers and duties of the athletic board were increased; the personnel of the board was revamped; it was placed under control of the faculty; additional coaches and athletic employees were placed on the regular University payroll; and, for the purpose of eliminating "low-life bruisers" from

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the athletic teams, President Boucher sponsored a faculty rule denying to anyone the privilege to represent the University in any extra-curricular activity, who had not earned nine credit hours and nine honor points in the preceding semester. Beginning in 1938 these requirements were raised to twelve and twelve, respectively,¹⁴ and, by an almost unanimous vote in both houses, the 1937 legislature approved an appropriation sufficient to pay the principal of the bonded indebtedness of the stadium corporation.

An opportunity to initiate a larger program came in 1937 when Dr. C. P. Schott resigned the directorship of the division of physical education to accept a similar position at Penn State at an appreciable advance in salary. Making the most of these facts, the board of governors was persuaded to raise the division of physical education to school status and to vest the general supervision and control of intercollegiate athletics in a dean. Then A. W. Thompson (M. A., Univ. of Michigan, 1930) was elected to the new deanship and made chairman of the athletic board and director of its budget, and a new accounting system was installed. Although Dean Thompson's experience had been largely in the public free schools, he was described by President Boucher as having "a remarkably broad vision of the large, educational region that includes athletics, physical education, and health and recreation programs." Moreover, he was described as being interested in and having the ability "to carry forward a much needed program of integration and constructive development of our programs in physical education and athletics."

The state auditor having for technical reasons refused to honor drafts on the 1937 appropriation for the payment of the bonded indebtedness of the stadium corporation, progress toward the physical education and athletic programs was facilitated in January, 1938, when the stadium corporation assigned the Stadium to the state board of control for the uses of the University. This made possible the placement of the entire financial operation of intercollegiate athletic programs in the financial secretary and the president of the University on the same basis that other departments and colleges were administered. This transfer also facilitated the movement to regard the outstanding stadium bonds, as well as the athletic indebtedness, as moral obligations of the state, but an appropriation of the 1939 legislature for the liquidation of the former was again invalidated for technical reasons. That for the liquidation of the current indebtedness was however sustained.

When, on June 1, 1938, Director Stansbury resigned voluntarily as director of intercollegiate athletics at the University to become managing director of the State Chamber of Commerce at a salary double that he was receiving at the University, President Boucher tried to make additional changes in the personnel and the organization of the School of Physical Education and Athletics. Alleging that "Mr. Stans-

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bury" had not cooperated whole heartedly in efforts of the athletic board to bring "some semblance of order out of chaos" and put its affairs on a sound basis; that the University was again on the point of being expelled from the North Central Association of Colleges and Secondary Schools; and that its reputation among other educational institutions was so bad that it could not arrange suitable athletic schedules, President Boucher asked the board of directors to effect a greater degree of unity in physical education and athletic programs. For that purpose, he recommended that Dean Thompson be made director of intercollegiate athletics and that "a well-trained and thoroughly qualified man be brought in to serve as assistant director."

According to President Boucher this program proved "impossible, because of the vociferous outcry of some alumni who frankly stated that they were interested only in the intercollegiate program of the University." Furthermore, these alumni were described as having "political influence with members of the Legislature and important officials in Charleston that cannot be ignored." As a result of the delay in the appointment of a director of intercollegiate athletics, "there developed," according to President Boucher, "a disgraceful political scramble for the position on the part of several individuals and their respective political backers." "Under the circumstances" he believed that the appointment of Roy M. Hawley, Director of the University Bureau of Information and Secretary of the Alumni Association, at a salary of \$4,250 was the best that could have been made.

But for the fact that the election of Director Hawley came almost three weeks after President Boucher had resigned, it would have been a repudiation of the President. Discussions incident to the election had however been in progress for weeks and were admittedly a factor in his resignation submitted on July 5, 1938, and effective September 1, following. Formally he resigned to accept "a call to larger opportunities for service in higher education" as Chancellor of the University of Nebraska, but "the athletic situation at West Virginia University" was admittedly too much for him.

Although President Boucher's resignation was generally attributed to "the athletic situation at the University," other factors, largely personal, were involved. Despite the fact that he wrote and spoke enthusiastically of "Our University" during his first year and at its end established a student loan fund memorial to his father, he labored under great nervous strain which whirls at golf and periods of rest in quiet places removed from the campus did not remedy. Under such conditions he became irritable and dissatisfied. In the former state his language was sometimes scurrilous and abusive, and in the latter he spent much time hunting a more attractive position. His resignation was not,

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therefore, a complete surprise. About the same time he sought rest and relaxation to avert a threatened nervous breakdown.

Though President Boucher's relations to his faculty were not generally agreeable, his administrative abilities were as generally recognized, and he went a long way toward putting the University on an efficient administrative basis. The governing board was thus reluctant to see him leave the presidency and extended to him an expression of gratitude for "splendid service and leadership" and for "pleasant and cordial personal relationships." Moreover, they selected Professor C. E. Lawall, one of the three younger men of the faculty named by President Boucher as suitable to be his successor.

6. THE LAWALL ADMINISTRATION, 1938-1945

Born at Catasauqua, Pennsylvania, on November 21, 1891, C. E. Lawall received his collegiate training at Lehigh where he was awarded the M. E. degree in 1914. In 1914-21 he held several industrial positions: testing engineer for one year, chemist for one year, metallurgist for one year, mining engineer during 1917-18, and research chemist with the Bethlehem Steel Company from 1919-21. He began his connection with West Virginia University in 1921 as assistant professor of mining engineering. In 1924 he was promoted to head of the department and director of mining extension, in 1930 to the directorship of the School of Mines and of extension industrial sciences. Following the resignation of Dr. S. P. Burke, effective July 1, 1936, Professor Lawall was appointed to head the newly created bureau of industrial extension and research. As such, he was effective in promoting the movement for a mineral industries building, which work, together with his wide circle of friends, both high and low, in mining circles, was largely responsible for his election first as acting president, and effective July 1, 1939, as president of the University. The respective salaries were \$6,950 and \$7,600.

Through his several positions in the University setup, Acting President Lawall was acquainted with its general administrative problems. The fact that his election was unsought and in keeping with the defensive smoke-screen policy of the board not to elect anyone who had been mentioned in connection with the presidency, was perhaps also to his advantage. In general, he adhered to the administrative policy of his predecessor and preserved his administrative setup and organization, including the assistant to the president, the council of administration, the graduate council, the senate, and the graduate faculty.

A notable exception was his approval of the establishment of a school of journalism. Alleging that Dr. P. I. Reed, head of the department of journalism, was using pressure methods and moved by a desire to become a dean, President Boucher opposed the proposed school and recommended the choice of a "competent person" to direct the depart-

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ment in the Arts and Sciences College. However much the movement for a separate school of journalism may have been cultivated, it was popular and supported by such influential editors as John J. Cornwell who, as a member of the board of governors, made the motion to establish it. The order was approved April 22, 1939, effective July 1, following, with Dr. Reed as director.

President Lawall was embarrassed somewhat by recommendations of an investigating committee of the American Association of University Professors criticising the record of this University in the matter of academic tenures. He was however in accord with principles formulated by that Association on that subject, and he approved the order adopted by the board of governors on November 16, 1940, outlining its policy with respect to academic freedom and tenure.

As amended by orders passed October 7, 1946, and October 14, 1947, the board's policy with respect to tenure placed newly appointed assistant professors on a three year probationary basis. It indicated also that it expected reasonable notice of intentions to resign. Beginning in October, 1942, the board made a formal publicized statement of its policy with respect to academic freedom, which was published thereafter from time to time, but persons connected with the University were at that time forbidden to publish its policies and plans without the approval of the president with respect to the data used.

In September, 1939, the President revived the order, adopted in November, 1933, forbidding the employment of more than one member of a family at a time for either instructional or clerical services in the University. But the long-standing differences between the College of Education and other units interested in teacher training occupied more of his time, for a majority of the members of the faculties were determined to secure a modification of a board order of July 2, 1937, which vested the College of Education with full control of all professional teacher preparation, directive control of all academic teacher preparation, and "full control in recommending to the state department of education for certification of teachers, principals, supervisors, and superintendents", as stated also in the order of July 1, 1927, establishing the College of Education.

By a majority report, a committee appointed to investigate the workings of this order recommended its revocation, and, after much discussion, the recommendation was referred to the board which sustained the majority report by making the certification function of the College of Education subject to the jurisdiction of the Council of Administration as to matters of policy concerning the several instructional units of the University. Subsequent orders of the council and the senate sustained the action of the council of administration, thus making it possible for

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other units than the College of Education to train teachers, but the College continued to recommend all applicants for certification.

President Lawall was effective in campus improvement. Among other things Old Commencement Hall was remodeled, enlarged, and rededicated in 1940, as Powell Benton Reynolds Hall; in March, 1940 a system of chimes was installed in the Administration Building, thus adding to the tradition forming agencies of the University; a contract was entered into between the board of governors and the school board of Monongalia County under which the Wade School adjoining the Field House passed to the ownership of the University through an exchange of services; the Health Center building was completed and dedicated in May, 1942; and through an allocation of \$440,000, made in February, 1941, Terrace Hall, dormitory for 206 women, was commenced that year and completed in the next.

President Lawall's chief contribution to the improvement of the physical plant was the Mineral Industries Building. In process of planning for a decade or more, this building was largely a product of the activities of the School of Mines and of the Engineering Experiment Station. The need for such a structure had been urged for years by the West Virginia Coal Association, the West Virginia Coal Mining Institute, the West Virginia Coal Conference, and prominent individuals, including J. V. Sullivan, Secretary of the West Virginia Coal Association.

This building was located on the residence property of the late Dr. I. C. White. With Governor H. A. Holt as the chief speaker, the ground was broken on October 18, 1940, and its dedication, on October 16, 1942, with Governor Neely as the chief speaker, was an important event in state history. The exercises were presided over by Dr. F. E. Clark, chairman of the graduate council and head of the department of chemistry. Through an allocation of \$40,000 made in 1943 that part of the campus immediately north of the Mineral Industries Building was conditioned as a park.

The campus extensions effected by or with the approval of President Lawall included a lot on College Avenue belonging to Rhoda F. Naret, purchased in 1941; the house and lot belonging to the Frank B. Trotter estate, located at the rear of the President's House and formerly rented as a health center, purchased in 1941 for \$8,500; the residential property of J. Floyd Garlow on Willey Street opposite the Mineral Industries Building, purchased in February, 1942, for use as a home practice house for students in home economics; and a residence property west of the north end of the Law Building, purchased in February, 1943, from Hattye Jones for \$7,800.

In cooperation with the state board of control, then contemplating the expansion of the campus along Willey Street opposite the Mineral Industries Building, President Lawall had meanwhile secured short

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options on the Wesley Methodist Church residence property on Willey Street and on several private properties north of Hough Street, but, funds being unavailable, the options expired July 1, 1942. Shortly after the unsuccessful efforts to remove him from the presidency in June, 1944, President Lawall proposed a building program calling for the expenditure of about \$12,000,000.

President Lawall was less successful in other phases of his administration. In the war period the administrative setup of his immediate predecessor disintegrated, as indicated by the fact that the council of administration tended to become a legislative body; the senate and the graduate faculty all but ceased to function; the graduate council was eclipsed by the council of administration and by the deans and the directors of the several units giving graduate work; committees used effectively by President Boucher, practically ceased to function; and the introductory general courses, except Humanities, were discontinued. Failure to grasp the needs of the situation and to attain possible objectives in the war period made for a conservatism on the part of the administration that was at times reactionary.

Cumulative effects of this situation were reflected in the general faculty indifference to efforts made in 1944 by the governor to change the personnel of the governing board and to remove President Lawall. While faculty members generally deplored the methods used and the personalities involved, they felt that the criticisms of President Lawall had permanently impaired his usefulness. Although they approved the action of the newly constituted board in rescinding the order for his removal, they as generally approved his decision, effective September 1, 1945, to resign. This was despite the fact that the faculty and the student body, almost without exception, felt kindly toward President Lawall, as indicated by the resolutions of respect and esteem adopted by the Faculty Association at the time of his departure. He was indeed a likeable gentleman.

Individual members of the faculty and faculty groups had meanwhile tended to look out for themselves. This was particularly true of the College of Engineering, the budgetary history and needs of which had been set forth at length by the West Virginia Society of Professional Engineers in the November, 1944, issue of *The West Virginia Engineer*. The expected increase in the University enrollment, variously estimated at from 3,000 to 5,000, in response to the so-called G. I. Bill of Rights and related bills also emphasized the importance of an adequate budget. Under the heading, "Save Our School", *The Athenaeum* for February 6, 1945 described the University as "in a perilous situation" and the budget, as then approved by the President and the board of governors, as pitifully inadequate.

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The tendencies thus disclosed were contagious, extending to the student body. Thus students did not hesitate to write their delegates and their senators in the legislature to tell them of "the situation"; the University Veterans' Association petitioned the board of public works to submit a supplemental budget and set forth data to support it; and the University Faculty Association set forth the budget needs in a widely circulated bulletin.

The last named group was a product of "the situation". Alarmed by it, leading members of all the faculties decided, if necessary, to sacrifice their individual fortunes through concerted effort. In this spirit and determination they, early in 1944, formed the Faculty Association. In due course it addressed the board of governors, the alumni, and the general public in support of a twelve-point program covering such subjects as budget making, board of governor contacts, and alumni relations. When the budget situation at Charleston became critical, it sent a faculty delegation to interview the governor and certain legislative committees. The chief purpose was however to provide the University with a policy determining agency in place of the inactive senate and thus to procure for the faculty a voice in budget making and in the choice of University presidents.

As generally expected the board of governors did not formally approve this organization, but they approved its purpose in an order of November 9, 1945, reconstituting the defunct University senate, enlarging its membership and the scope of its duties and responsibilities, and requiring three regular meetings annually. Like the senate authorized in 1935, the revitalized one concerned itself with "all matters of academic interests and educational policies which affect more than one college, school or division or otherwise of general University concern". The purposes of the revived senate were "to provide a medium of communication between the administrative officers and the teaching staff; to consult and cooperate with one another on those matters which affect the welfare of the University; and to exercise the powers specified for the advancement of the University". A committee on by-laws, chairmanned by Professor E. C. Dickinson of the College of Law, was constituted in the reorganization meeting. More certainly to insure the effective functioning of the senate the general direction of its affairs was vested in an executive committee which was constituted at the next regular meeting through a resolution making the former by-laws committee the executive committee.

7. THE 1945-46 INTERIM

For the interim created by the resignation of President Lawall, Charles Thompson Neff, Jr., Secretary of the Board of Governors and University Comptroller, was made acting president, effective Septem-

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ber 1, 1945. Although the acting president had not gone far in academic pursuits, he was rich in experience. Unlike his immediate predecessor in the presidency, he had learned when and how to say "no" to undigested, nebulous, and inexpedient proposals and how to deal with the several problems incident to a transitional period. In this he drew upon his experiences of the period extending from July 1, 1928, to March 13, 1929, during which he was, in all but name, the assistant to the president.

Acting President Neff was determined that the interregnum would not develop into the usual debilitating status of such periods. In preventing this he was aided by the demands of one of the greatest crises in the history of the University, that of adjusting it to a peace time basis following the most disturbing war in the nation's history. The readjustment involved primarily the maintenance of scholarship standards, while absorbing and planning to absorb an unprecedented number of students whose needs and requirements could not be definitely determined. In this the institution was handicapped by inadequate classroom and housing space, by a nation-wide scarcity of capable teachers, and by a national famine in textbooks and other teaching aids. The large measure of success attained was modestly attributed to the faculty morale.

Acting President Neff approached his major problems through the aid of committees. At the organization meeting of the senate, with the acting president presiding, a temporary committee of seven was authorized to study research and graduate teaching in the University, and it was announced that comprehensive campus improvement plans had, under orders of the board of governors, been projected as a long time undertaking to be accomplished with the aid of the faculty. In keeping with the same policy, the acting president, in his report to the governor, commended the work of the committees that had revamped the introductory general courses with a view to re-introducing all of them in the 1946-47 session. During most of this period the attitude of all concerned was influenced by the Strayer Report made in 1945 to an interim committee of the state legislature on the status of public education throughout the state.

8. PRESIDENT STEWART, 1946

Although there were rumors to the effect that Acting President Neff might be made president, announcement of the election of Dr. Irvin Stewart to that position, effective July 1, 1946, was welcomed. Born at Fort Worth, Texas, on October 2, 1899, Dr. Stewart was in the forty-seventh year of his age. He held three degrees from the University of Texas and a Ph. D. degree (1926) from Columbia University. He had teaching experience in law and government in the University of Texas and in American University, Washington, D. C. He was

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twice a member of the Department of State staff, and through 1934-1937 he was a member of the Federal Communications Commission. In 1936 he became a member of the National Research Council committee on scientific aid to learning, but the Council lent him to the National Defense Research Committee established in 1940, and to the Office of Scientific Research and Development, created in 1941. As secretary of the former and administration officer of the latter, he had close contacts with President Vannevar Bush of Carnegie Institution and with President James B. Conant of Harvard, each of whom spoke highly of his qualifications for the presidency of West Virginia University. His immediate background was however more governmental than academic.¹⁵

One of the most significant things about the election of Dr. Stewart was the fact that his salary, \$17,500 and free use of the President's House, produced little or no comment. Failure to publicize it was not due to apprehensions regarding the reactions but rather to the general unconcern. The chief interest was to get a president who could earn his salary. Few persons thought of comparing it with that paid the governor or of insisting, as in the past, that the salary of the president of the University be not larger than that of the governor. An increase of \$2,500, made in 1947, was not generally known. More than anything else perhaps this change in attitude heralded the beginning of the hackneyed "new era in the life of the University".

Confronted by the exigencies of an enrollment which totaled 7,333 for 1946-47, or more than twice that of any previous session, President Stewart's first major administrative problem was to find living accommodations for students. The problem was complicated furthermore by the fact that about 63% of the enrollees were veterans, many of whom were married. All other resources having been exhausted, the committee in charge had already contacted the federal government which had agreed to provide surplus barracks and trailers and to relocate them at its own expense, provided the University found a suitable site. That on and about the University Rural High School proving acceptable, the state board of public works had released \$30,000 to condition it, and the work of building "College Park" was going forward when President Stewart arrived on the campus.

By that time advanced registrations and applications for living accommodations had exceeded all expectations, and President Stewart joined the committee in pleas for help. Residents of Morgantown, including President Stewart, and those living in commuting distances over a wide area came to the rescue, and those who were not settled in improvised structures, found accommodations in private residences. In this way, 3,950 veterans, including 54 women, were registered, raising the total enrollment for the first semester of 1946-47 to 6,019, an unprecedented figure.

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The 1946-47 session was not far advanced before another athletic situation required attention. By transferring all its rights and claims to the Stadium in 1938, the stadium corporation had removed most of the legal objections to the state paying the current indebtedness of the athletic board, and the \$130,000 appropriated in 1937 for that purpose was reappropriated in 1939 and paid after the validity of the appropriation had been approved by the state supreme court of appeals. As a consequence, football was rehabilitated, but there had been a noticeable letdown in the war period in the scholarship requirements.

The movement to regard the stadium indebtedness as a moral obligation had meanwhile gained in favor. Since the 1930's ex-Governors Kump and Cornwell had shared this opinion, and generally the payment of the current indebtedness of the athletic board effected in 1939, was regarded as a preliminary to the payment of the principal of the bonded indebtedness. The refusal of the state auditor to honor requisitions in the sum of \$336,750 for that purpose in 1941 and an executive veto of a \$336,000 item appropriated by the 1943 legislature for the same purpose, were therefore as disappointing to those immediately concerned as to the bondholders, some of whom, notably the banks, had long since written off the obligations. The act of 1947 meeting the legal objections was, therefore, generally approved, and press releases issued during the ensuing six months, announcing the final liquidation of the "debt of honor", were received with a large degree of satisfaction.

The situation had become complicated meanwhile by criticism of the intercollegiate athletic setup, of the sources and methods of awarding athletic scholarships, and of both Director Roy M. Hawley and Coach Wm. F. Kern. On December 19, 1946, President Stewart appointed a special committee composed of prominent alumni and others "to study the organization for the conduct of all phases of intercollegiate Athletics at West Virginia University, to suggest whether improvements are feasible, and, if so, to recommend ways in which the improvements may be accomplished." If, in the course of its study, the committee developed information regarding any member of the intercollegiate staff, which it thought should be communicated to the President, he indicated his desire to receive such information.

Proceeding under these authorizations and instructions the special committee held three meetings of from one to three days duration and on March 1, 1947, reported its findings and recommendations. Inasmuch as the chief source of the current criticisms was traced to the organization of the intercollegiate athletic setup and inasmuch as it was resolved to retain intercollegiate athletics as a part of the University program, the committee recommended that the control of all University intercollegiate athletics be vested in "a new top administrative unit to

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be known as 'the University Athletic Council' " and subject "only to the supervision of the President of the University and the Board of Governors." It recommended furthermore that the proposed athletic council be chairmanned by the dean of the School of Physical Education and Athletics, exofficio, and composed otherwise of three members of the regular faculties to be appointed by the president of the University; two alumni members appointed by the president from nominees of the executive committee of the Alumni Association; and, one student member to be selected by the student body from a list of three junior nominees of the student council of the University. The committee recommended also that the president of the board of governors appoint one of the members of the board as an exofficio, non-voting member of the athletic council.

In the matter of athletic scholarships the committee reported surprise because of the discovery of "substantial opinion" among the student body, alumni, and others to the effect that state appropriations and athletic gate receipts were and had been used by the department of intercollegiate athletics and its coaching staffs for distribution as athletic scholarships. On this point the committee reported that careful investigation indicated that such funds were not thus used then and that they never had been thus used. On the other hand, the committee found that "numerous prominent and respectable citizens of the State," both alumni and non-alumni of the University, had made voluntary contributions to one or more funds, "the proceeds of which were used to aid and encourage worthy and deserving high school graduates to pursue a course of higher education at the University." In the judgment of the committee there was "no inherent wrong and no rightful objection" to such assistance. With a view to encouraging it the committee recommended that the administration of all such funds be vested in "a single responsible agency completely independent of the department of intercollegiate athletics or any of its personnel" to be developed in the future.

Although the committee found Coach Kern "subject to criticism," it traced his alleged failures to temperament, personality, leadership, institutional attitude, public relations, etc., but primarily to the faulty setup under which he operated. By majority vote the committee recommended therefore that he "be presently retained." Inasmuch as a large part of the criticism of Director Hawley was found to be based upon hearsay, unsubstantiated rumors, and admitted personal dislikes, and inasmuch as he had done "a thoroughly satisfactory job . . . entitling him to commendation," by unanimous vote the committee recommended his retention.

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Except the inclusion of an alumnus member of the board of governors as a voting member, the recommendations of the special committee were complied with in constituting the new athletic council. This solution was not, however, entirely satisfactory, for many persons objected to the inclusion of a member of the board of governors.¹⁶ In compliance with a recommendation of the special committee the new setup was, however, given wide publicity, and, as a part of the same policy, the dean of the School of Physical Education issued a statement exonerating all concerned over a period of years and assuring the public that intercollegiate athletics at the University were under the complete control of the new athletic council. Such statements were, however, not entirely satisfying and left interested persons divided with some favoring turning all athletic sports back to the students, and others insisting that the University should aspire to membership in "the Big Ten."

Little publicity was given the findings of this special committee and its recommendations regarding the personnel of the administrative and the coaching staffs. This policy was perhaps influenced by the belief that these situations would take care of themselves, and that, in any event, they could not, under the new setup, be injurious. As expected, under such circumstances, the head coach resigned in 1947 following an unimpressive season.

In like manner and for like reasons, no action was taken on the recommendation regarding athletic scholarships. For a decade or more some of the personal gifts referred to by the special committee had been administered by three non-attached trustees of the Mountaineer Scholarship Fund. Then, too, the board of governors offered annually twenty-five athletic scholarships, making a total of seventy-five available annually through regular University channels. Besides, there was nothing to prevent students holding other scholarships from majoring in physical education. But, such more or less closely attached organizations as West Virginia Incorporated continued to function free from the recommended control.

When President Stewart took over, campus development was crying for attention. With the increased cost of building and an unexpected increase in the enrollment, the plan proposed by President Lawall calling for the expenditure of about \$12,000,000, was out of date. Being largely a personal creation, it was moreover not well adapted to the needs. In 1941 the legislature had appropriated \$2,000,000 for buildings, but war conditions prevented its use. It was, however, reappropriated from session to session and was thus available at the end of the war, together with \$1,000,000 additional appropriated in 1947.

Construction was thus dependent only on materials, plans, and allocation of funds. Chief interest was, however, in working out a cooperatively determined plan. To aid in this, the administration employed

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C. F. Cellerius, architect and planner of Cincinnati, Ohio; a contour survey of the campus and of adjacent areas on all sides was prepared; a sub-committee of the state planning board chairmanned by D. A. Christopher made suggestions; and a faculty committee headed by Professor C. L. Lazzell, cooperated. The three-story brick building located at the intersection of University Avenue and Stewart Street was acquired meanwhile for the uses of the Division of Forestry and the Department of Agricultural Engineering; the floor space of the Field House was enlarged; the abandoned cafeteria building was reconditioned and, beginning in February, 1948, used as a "reserve book room"; and two small pieces of land were acquired in 1947 to round out the campus area. Plans for a classroom and a biology building to cost about \$1,000,000 and \$1,500,000 respectively, were approved in February, 1948, and they were each in process of construction at the end of the year.

Condemnation proceedings for the acquisition of the Dille and the Krepps farms in the Evansdale-Suncrest additions, aggregating 260 acres, were carried to completion in August, 1948, when, by payments of \$50,238.38 and \$80,428.91, respectively, the University acquired the properties by order of the court. A superhighway connecting Morgantown and Star City, begun in 1948, made the newly acquired acreage to all intents and purposes a part of the campus and thus solved for the time being the long pending problem regarding the direction and the character of the campus expansion.

With a view to emphasizing first things first President Stewart pushed building and expansion programs and placed less emphasis than his immediate predecessors on academic programs. The incumbent deans were generally retained and given a large part in determining their curriculums. Under the circumstances this policy was generally approved, even by those who had previously attributed the shortcomings of the University to its leaders, particularly its deans.

Early in his administration, President Stewart made known his preference for heads to committees as departmental administrators. The committee system being somewhat discredited by use on the campus, the president's preferences were welcomed. An unprecedented use of instructors and teaching fellows temporarily solved the teacher shortage problem. Temporarily the long-standing rule forbidding the employment of more than one person from the same family was disregarded. Effective July 1, 1947, the summer session program was merged with the regular program, and the office of director was abolished. The general extension program was greatly expanded. Plans for the construction of a student cafeteria and a student union were carried to completion. And, an effective effort was made to secure an increased appropriation for the University. Among the ablest efforts to that end was the address

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by President Stewart before the Parkersburg Chamber of Commerce on "The University and the State."

A significant move announced the appointment of non-campus visiting committees on education, agriculture, engineering, and mining. These committees were requested to make surveys from time to time and to report their findings and recommendations to the proper departments and individuals on the campus with a view to keeping the University in close and effective touch with the state at large. For the same purpose a select group of faculty representatives, in April, 1948, visited about 130 high schools in the capacity of counselors and a similar program was carried out in October of that year.

Although President Stewart was somewhat familiar with the traditions of the University and knew that he himself was its thirteenth president, he accepted a formal inauguration. Unlike the few other such ceremonies, this one was strictly academic, state officers being conspicuous by their absence. The governor had planned to attend but "he could not make it", and the state superintendent of free schools declined a seat on the speakers platform and occupied instead a self-assigned seat on the bleachers in the Field House where the inaugural exercises were held on April 26, 1947. As intended, the exercises were featured by the President himself and by the honor guests of the occasion: Dr. James B. Conant, President of Harvard University, and Dr. Vannevar Bush, President of the Carnegie Institution, who received honorary degrees at the end of the ceremony. The exercises were witnessed by about 4,000 spectators and 153 delegates representing as many institutions of higher learning and learned societies.¹⁷

In a pre-inaugural after-dinner address entitled "Awareness and Science" Dr. Bush pictured West Virginia University as "the center" in the proposed collaboration between government and science in making up the "serious deficit" in scientific knowledge in the United States. The inaugural exercises proper were featured by an address by President Conant on "The University and the State," and by an address by President Stewart entitled "The Task of the University." Following tributes to the demonstrated administrative ability of President Stewart, President Conant emphasized the need for extending vocational and general education beyond the high school through the more general use of junior colleges and indicated the need for academically free scholars as guides to the public "in handling basic social and economic problems." With the assurance of complete confidence of the people of the state, R. E. Salvati, chairman of the board of governors, formally turned the administration of University affairs over to President Stewart.

In accepting his responsibility President Stewart called attention to an alleged fact, previously emphasized in the Strayer Report and by the governor of the state, that "The people of West Virginia have long

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since decided that there should be one, and only one, state university." That being so, he emphasized the necessity of seeing to it that the institution at Morgantown merited and rewarded the people's confidence. To that end he cited the need for an enlarged extension program, for broadened and intensified research, particularly with respect to coal; for improved facilities for professional education; and for an "adequate graduate program in the areas in which we are qualified." In keeping with previously rumored plans for the Arts and Sciences College, he indicated that it would offer "Christian education designed to help the student in the fulfillment of an active, intelligent citizenship in a democratic state."

Despite his somewhat formal approach, the new president entered upon his duties in an atmosphere of good will, with assurances of substantial support, and with the usual newspaper predictions of "a new era for the University." While sharing these sentiments and predictions, a Morgantown editor reviewed pertinent history in the following ominous warning: "These assurances are usually given in complete good faith and with every intention of bringing them to fruition. But after the ceremony is over and the enthusiasm of the day has evaporated, he [the President] has found all too often that the road is long and those who would travel along it with him are few." In common with most interested persons, the editor just quoted believed, however, that the "period of trial and trouble" through which the University had just passed would have a quickening effect and that it would thus be rescued from the evils of inertia and ignorance.

The sustained interest in the University was demonstrated most effectively by an enrollment of 6,669 in the first semester of 1947-48, or 650 more than for the corresponding semester of the previous year. Moreover, instead of planning for a decrease the administration was expecting the enrollment to reach about 8,000 in 1959-60. Interest was being sustained, meanwhile, by such events as "Eisenhower Day," September 22, 1947, when General Dwight D. Eisenhower was the guest of the University and received from it the honorary degree of doctor of laws. About 18,000 persons, including officers of the University, the governor of the state, and a score or more prominent residents, participated in the event.

ACADEMIC STANDARDS

At the beginning of this period the maintenance of academic standards was largely a matter of imposed discipline. Seven unexcused "cuts" were the most that any instructor was supposed to permit, and twelve absences, either excused or unexcused, automatically debarred a student from the final examination in any course. To reward personal merit and achievement the dean of the Arts and Sciences College kept an

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honor roll which was given publicity, but discarded after a brief trial. To prevent students from graduating with bare passing grades that college adopted in 1930 a system under which no person was permitted to graduate whose honor points ("C" or better) did not equal his credit hours. In 1936-37 this rule was applied to any student representing the University in any capacity.

Despite the rules and regulations, scholarship was admittedly low. Among other things, it was generally conceded that many persons were graduated who could neither spell nor write, and whose ability to read was seriously questioned. There were however many individual exceptions, such as Charles Wise and DeWitt White who in 1933-34 won international honors in debate, and C. R. Sleeth who in the same year won a Rhodes Scholarship to Oxford, England, over a large number of competitors. The state legislature took notice of these achievements in commendatory resolutions.

On the other hand, the average scholastic standing of the student body was low. The faculty and the parents attributed it to the public free schools and to the new education in particular. Whatever the cause, an average of intelligence tests made in 1934-35 placed the University with "the less important colleges and normal schools" of the United States at large.

Despairing of desired results from a continued use of administrative red tape, the faculty tended to move to the opposite extreme. The use of the letter system of grading, introduced at the beginning of 1930-31, was constructive, and, beginning in 1931, instructors were required to report only twelve or more absences in any one subject. This was, however, the beginning of the end of the practice of reporting absences, for within a short time thereafter instructors were leaving the matter of class attendance entirely with the students. Moreover, the threatened "stiffer examinations" did not come. Instead, the general effect was to widen the road of least resistance.

At the same time the faculty was divided with respect to requiring seniors to take the final examinations, and in one or two departments the tutorial system was used in undergraduate courses. In justification of this system it was claimed that it was used at Harvard, Oxford, and Cambridge, but such claims did not reckon with the differences in library facilities and traditions. The claims were in fact largely make-shift excuses for prolonged absences of alleged "brain trusters" from their classes. The device met with pointed opposition from students and was discontinued, except in a few graduate courses.

Maintenance of academic standards was meanwhile becoming a matter of student morale as determined by groups and organizations, rather than by the enforcement of rules. In recognition of this trend, in 1936 groups of lower division students in the Arts and Sciences College

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were given special advisors who aided them in planning and in pursuing their courses of study. The practice of determining and publishing the average grades of fraternities, sororities, non-fraternity, and non-sorority groups, begun in 1915-16 at the suggestion of Professor A. M. Reese, was in line with the same policy. At times the low-ranking groups opposed the practice, but the high-rating ones sustained it and in due course turned criticism to emulation. As a consequence, fraternities and sororities took seriously the scholarship requirements for membership.

Admission to the professional schools and to membership in campus honorary organizations was based largely on scholarship. In the resulting atmosphere membership in Phi Beta Kappa and Sigma Xi ceased to be ridiculed and escape for those who could not maintain the quickened pace was provided in orientation courses and junior certificates rather than through the former suspensions and expulsions. A better solution might conceivably have been made by the Bureau of Instructional Research established in 1936, but it ceased to function after two years. As 1948 ended the question of the authority of the several colleges to determine their own promotion and passing grades was undetermined.

THE ALUMNI

The legislatures of 1929 and of 1931 having failed to appropriate funds for the salary and the expenses for the office of the University Alumni Secretary, the board of governors earmarked annually \$5,000 for that purpose until September 1, 1932, when the office was abolished by an act of the legislature in special session. Secretary Yoke had meanwhile issued the last number of the *Alumni Quarterly*, that for April, 1929. The following year he planned to issue a monthly newsletter but it did not appear. Instead, his efforts were directed to making Mountaineer Week and Alumni Day of the annual Homecoming successful and to publicising the University. Of the several efforts to that end the Alumni Convention held November 20-21, 1931, at the time of the dedication of the new Library, was perhaps the most successful.

Although the office of university alumni secretary had been abolished, Mr. Yoke continued to function as Secretary of the Alumni Association. In this he acted with the approval of the alumni council but without compensation other than that derived from the collection of annual dues. In this, concerted efforts were made from time to time to help him. For instance, R. M. Hartman, the leader of a volunteer group of students, made collections during the 1932-33 holiday season and reported "fair results". During the ensuing year, Secretary Yoke having found remunerative employment elsewhere, Dr. Richard Aspinall, in the capacity of University Extension Agent, and after November 4,

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1933, of Director of University Extension, contacted alumni in an effort to keep them interested and articulate. The following year the work of the alumni secretary was assigned to Orin L. Jones who was sponsored by President Turner. As acting alumni secretary, Jones organized a number of regional associations, collected dues to meet his expenses, and sponsored placing a statue of a typical Mountaineer on the University Campus.

Failing in his efforts to collect dues in sufficient sums for his purposes, Acting Secretary Jones resorted to borrowing and involved himself and prominent alumni endorsers. The obligations thus incurred burdened the Association until 1940. Thus affairs went from bad to worse until the election in 1935 of W. G. Thompson, '28, to the presidency of the Alumni Association. While Acting Secretary Jones was planning an alumni rally and without his knowledge, the executive committee named Roy M. Hawley, director of athletics in Marshall College, executive secretary of the Alumni Association at a salary of \$1,200, provided the collections of annual dues justified it. At the same time he was made director of the university bureau of information at a like salary. In anticipation of this turn of events Secretary Yoke, on June 10, 1935, formally resigned.

Under the leadership of President Thompson the reorganization effected in 1935 contemplated placing the Association on an effective working basis. For that purpose he proposed a five point program for 1935-36: 1. A complete registration of alumni, in so far as possible; 2. Establishment of an alumni quarterly magazine; 3. Creation of a working conference between the Alumni Association on the one hand and the board of governors, the administration and the faculty on the other; 4. Institution of a worthwhile alumni program at the end of 1935-36; and 5. The perfection of the 1935 Homecoming.

With the aid of inconsiderable sums of alumni dues collected annually at the rate of three dollars per member and of the more substantial subsidies provided by the board of governors from the regular University budget, Secretary and Director Hawley carried on in line with the proposed reorganization program. Carrying a likeness of President C. S. Boucher on the front cover, the first issue of the *Alumni Magazine* appeared in October, 1935; work on the proposed alumni registration was begun; working relations between the Alumni Association and the agencies designated by President Thompson were improved; and the attendance at the pre-homecoming thuse in 1935 was the largest and the most spirited in years. The occasion was marred however by rowdiness on the part of students rushing local theaters and by defeat of the football team by a score of 19 to 6.

The most discouraging feature of these developments was the failure of the proposed worthwhile alumni program to materialize. Then, too,

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the proposed alumni registration proved to be an endless undertaking, and alumni interest was weakened by the failure of President Boucher to achieve the expectations centered in him. Moreover, athletics were the first love of the alumni secretary and director. Consequently, he accepted the directorship of intercollegiate athletics at the University, to which he was elected on July 23, 1938, to succeed H. A. Stansbury who had resigned to become managing director of the West Virginia Chamber of Commerce. To succeed Hawley in his dual capacity the board of governors and the alumni council chose D. W. Jacobs, '31, then city editor and former sports editor of the *Morgantown Post*. He entered upon his dual duties on August 15, 1938.

Secretary Jacobs continued the *Alumni Magazine* which had appeared regularly meanwhile; he injected new life into the annual homecomings and the commencement day programs. For obvious reasons he was unable to complete the proposed current alumni register. To aid his program he launched the "Alumni News Letter," the first issue of which appeared on August 1, 1939. With eight issues annually and "Specials" as the occasions seemed to require, this mimeographed letter appeared regularly to January, 1943. In the meantime, Secretary Jacobs had become a lieutenant in the United States Naval Reserve. Beginning in 1940, he had helped to inaugurate a plan under which each graduate of the University became a paid up member of the Alumni Association for one year and was thus entitled to receive the *Alumni Magazine* and the *Alumni News Letter* free during that time.

During the absence of Lieutenant Jacobs, Roy M. Hawley served in the triple capacity of director of intercollegiate athletics, acting secretary of the Alumni Association, and acting director of the University bureau of information. But the chief interest was in the war effort. Under these conditions the *Alumni Magazine* did not appear regularly in 1944 and 1945; the number of alumni news letters was reduced; the proposed alumni program was all but forgotten; and a tendency on the part of alumni to take sides in efforts made in 1944 to remove the president of the University, was disconcerting. With the return of Secretary Jacobs in December, 1945, with the coming in 1946 of a new president of the University, and with former alumni president W. G. Thompson a member of a new board of governors, the alumni situation was more hopeful, as indicated by 2,700 paid-up memberships, as of December, 1948.

The presidents of the Alumni Association in this period were J. Wm. Cummins, '05, (1929-31); Frank Witcher McCullough, '16, (1931-32); George W. Jackson, '28, (1932-33); Judge Lewis H. Miller, '17, (1933-34); Dr. Gory Hogg, '95, (1934-35); William G. Thompson, '28, (1935-36); Brooks Fleming, (1936-37); Houston G. Young, '06, (1937-38); Charles E. Hodges, '13, (1938-39); Margaret B. Cole, '06, (1939-40), the first and only woman president; Raymond E. Salvati, '22,

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(1940-41); Robert G. Kelly, '23, (1941-42); Judge Herschel H. Rose, '06, (1942-43); James M. Guiher, '17, (1943-44); Wm. P. Lehman, '24, (1944-45); J. French Robinson, '15, (1945-46); Charles P. Mead, '28, (1946-47); Robert H. C. Kay, '23, (1947-48); and W. Holt Wooddell, '29, (1948-49).

Most of these officials were handicapped by the absence of a "worthwhile program" commanding the support of the Alumni Association and alumni in general. They acted thus largely in their respective individual capacities. From time to time more or less concerted efforts were made on the part of unorganized alumni groups to pay the athletic debts incurred in the late 1920's and in the early 1930's and the Stadium debt incurred in 1925-26. It was largely due to their efforts that these debts were finally paid. In a similar manner, the biennial budgets received attention. On December 31, 1937, the Alumni Executive Council, under the chairmanship of the Hon. H. G. Young, established the Loyalty Permanent Endowment Fund which, eleven years later, had received a total of 263 contributions aggregating \$22,833.02. But chief interest of the alumni in general was in athletics, as indicated by the fact that their enthusiasm rose and fell as determined by the successes and the failures of the University athletic teams.

The failure of the University alumni to make better uses of their opportunities was perhaps a primary cause of the arrested status of higher education in West Virginia. In 1948, the increased membership of the Association and the active and intelligent interest of a few of the members were, however, harbingers of better things. As of July, 1948, the all-time graduates exceeded 16,700, of whom more than 14,300 had received bachelors' degrees. There were also 2,493 master's, 58 doctor's, 32 professional, and 91 honorary degrees.

With the aid of other college-bred men and women, the mere presence of so many university graduates in the state acted as a leaven on the mountain of ignorance with which they were surrounded. But, at the end of World War II, one might have agreed with what Dr. L. D. Arnett, Secretary of the Alumni Association from 1912-1922, said in 1931, "The work of the Alumni Association has never been spectacular, and it is exceedingly difficult to see where progress has been made from year to year."

The "harbingers of better things" were largely a product of the administrative policies launched in 1946. Acting upon the generally accepted belief that the alumni are the greatest source of strength of an educational institution, an effort was made then to give the Alumni Association a more effective organization. For that purpose, J. R. Nuzum, '40, was made assistant director of the bureau of information, effective August 1, 1947, and C. E. Roberts, '25, was assigned to a similar position, effective February 1, 1948. At the same time, the stenographic help

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was increased and beginning in September, 1948, an information booth was established in the Administration Building and placed under the supervision of Director Jacobs. Incidentally, the cost of operating the offices of the alumni secretary and the director of the bureau of information increased from about \$12,000 in 1946 to about \$32,000 in 1948, about one-fourth of which was alumni dues.

On May 1, 1948, Secretary Jacobs and Clay Miller, '27, of Spencer organized the "Committee of 55" which at once showed evidences of being the initial step in a long-desired "worth-while Alumni program." This organization was composed of one "key man" in each of the state's fifty-five counties, who agreed to serve for one year as the active representative of Mountain, the sponsor, and who stood, both individually and collectively, at the command of the President of the University in efforts to advance its interests in every legitimate way possible.

THE R. O. T. C.

From 1916, date of the National Defense Act, the Reserve Officers Training Corps functioned as such until late in 1942 when it was deactivated. During this time it was under the supervision of the Fifth Service Command with headquarters at Fort Hayes, Ohio. With its termination the University was not, however, deprived of further military training, for on April 19, 1943, the Army Student Training Corps (A. S. T. C.) was organized on the campus with Lieut. Col. J. M. Morris in command in the capacity of commandant of cadets.

The A. S. T. C. program was patterned after the former elementary R. O. T. C. program and, like it, was administered under direction of the commanding general, Fifth Service Command. This program was terminated on December 1, 1945, and the R. O. T. C. was reactivated early in the next year. Thus, the commanding officer again became "professor of military science and tactics." These several transitions can, however, be better understood in the light of additional information.

When, on September 1, 1927, Major H. H. Fletcher succeeded Major Leland S. Devore as professor of military science and tactics, he organized the R. O. T. C. as a regiment of three battalions; seven companies of infantry; two of engineers; and a band of 80 members. Not all the members of the band were however members of the corps. There was also a rifle team with some non-corps members; fourteen co-ed sponsors who marched with the corps on formal occasions; chapters of Scabbard and Blade and the Blackguard Fusiliers, national military societies; the military ball was an outstanding social event of the year; the corps was staffed by cadet officers ranging from sergeants to colonel; and at midyear 1929-30 the khaki coat lapels became, by order of the Department of War, blue, the buttons brass, and the trousers slack. For 1929-30 the strength of the corps totaled 724 of which 367 were Basic I; 265,

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Basic II; 43, advanced I; and 49 advanced II. The advanced work was entirely voluntary.

Although the corps conformed to Army regulations, it was to a large degree a creation of corps officers, particularly the professors of military science and tactics. In the order of their succession those of the pre-World War II period were Major H. H. Fletcher (September 1, 1927-July 1, 1932); Major G. P. Baldwin (September 13, 1932-April 16, 1936); Lieut. Col. L. S. Devore (April 16, 1936-January 15, 1939), on a second assignment; Major R. D. Burdick, acting (January 15, 1939-August 31, 1939); and Lieut. Col. W. R. Orton (August 31, 1939-January 11, 1943).

Major Baldwin organized the advanced work on a two year basis in compliance with War Department directives and arranged for the required attendance, at government expense, of the trainees at a six-week summer camp at Fort Knox, Kentucky; he was largely responsible for a complete renovation of the Armory and for the installation of a new and modern gallery rifle range in the University Stadium; and he sponsored a sham battle to withstand an imaginary invasion from Pennsylvania.

During most of his second assignment Lieut. Col. Devore was a patient in Walter Reed Hospital where he died on January 15, 1939, but he was responsible for additional alterations in the Armory; for making W. A. Mestersat (Zat), then in his eighty-first year and for more than thirty years director of the Cadet Band, Director Emeritus; and for a new special blue dress uniform with a new style cap, all in University colors, for the cadet band, the authorized strength of which was at that time reduced from 90 to 72.

Lieut. Col. Orton gave increased attention to advanced military. From time to time, beginning in 1939, groups of trainees were inducted into the Army Air Corps; attention was given to the summer training camp at Fort Knox; without exception the annual inspections resulted in "excellent" ratings for both the engineers and the infantry; an increasing number of merit trophies were awarded annually; in 1939 and again in 1940 the General John J. Pershing Medal for the most outstanding cadet in the Fifth District Command went to a West Virginia University student. The recipients were cadet Lieut. Col. H. H. Smith and Cadet Colonel C. B. Highland. On April 8, 1940 the Army Air Corps experienced a fatality in the death of Thomas Tracy, an instructor, but 25 students, including two women, "earned their wings" in the 1940 summer school. On the eve of our entrance into World War II the R. O. T. C. strength totaled 982, of which number 395 were engineers.

Inasmuch as the R. O. T. C. bore the brunt of the attacks the movement of the mid-1930's against compulsory military training was a part of its history. Although the movement had been sponsored for several years by a few members of the faculty led by Dr. J. N. Deahl of the College of

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Education, they had few followers before 1934-35 when the New York Office of the National Student League made an effort to increase its West Virginia following. In response to this effort and the local appeal about 100 students subrosily indicated that they were conscientious objectors and two avowed such objections and refused to comply with the military regulations of the University. Despite the fact that they were thought to be interested primarily in publicity, the matter was referred to the University board of governors, which on February 14, 1936 reaffirmed its order on that subject as being in compliance with the laws of the state and with the decisions of the Supreme Court of the United States.¹⁸

At this point the cause of "the objectors" was espoused by the editor of *The Athenaeum* for 1935-36. Thus the subject continued to be agitated, but the agitation ceased almost entirely in the face of the impending war situation. With the voting confined largely to sororities and church organizations, a Student Christian Union-conducted plebiscite taken in 1936 resulted in 491 votes for compulsory military training, to 345 against it. In 1945, 65% of the University faculty was reported as favoring universal compulsory military training.

To meet further the war-time situation the first summer session for R. O. T. C. students was conducted in 1942; additional emphasis was given practical training at Camp Dawson, near Kingwood; a Signal Corps unit was added in May, 1942, raising the units to three; the military band saw increased activity; basic military was offered at nine different periods of the daily schedule; and more additional credits, in some colleges aggregating three a semester, were allowed for advanced military courses. In the last year of Lieut. Col. Orton's service the R. O. T. C. ceased to function as such, and the various University military and semi-military setups became the "Military Division" under command of a "Commandant of Cadets".

Lieut. Col. Orton was transferred to active duty on February 17, 1943, and was succeeded on the same day by Lieut. Col. J. M. Morris who had been on the campus since May 22, 1942, in the capacity of an assistant. As Commandant of Cadets in the military division, Lieut. Col. Morris activated University trainees; the A. S. T. corps was organized and housed; reserve officers were ordered to active duty; an enlarged enrollment in advanced military training was provided for; the Infantry, Engineer, and Signal Corps units were discontinued and all instruction was made "Branch Immaterial"; extensive use was made of the cadet band; and the military societies and the social functions were temporarily adjourned. The total enrollment for 1942-43 was 1,091; First year basic, 549; second year basic, 368; first year advanced, 102; and second year advanced, 72.

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Lieut. Col. Morris having been relieved on April 20, 1944, the Military Division was commanded in turn during the rest of the war period by Lieut. Col. J. B. Golden (April 20, 1944-July 26, 1944) and by Lieut. Col. Gerald Griffin who "joined" on July 27, 1944, took command on August 15th, and was transferred on January 3, 1946.

Although Lieut. Col. Golden's period of command was brief, it was perhaps the most difficult. Among other things, it was the period of the great housing congestion; to accommodate the increased enrollment it was necessary to take over not only the Men's Dormitory but also the College of Law Building, Newman Hall, and four fraternity houses; there were frequent changes in the staff personnel; activated students were returned to the campus for additional training; the course of study was modified from time to time to conform to the A. S. T. Program. Although the congestion was relieved somewhat in 1944, Lieut. Col. Griffin's duties were in line with those of Lieut. Col. Golden.

Although some trainees, notably medical students, remained in residence until April, 1946, the war-time A. S. T. Program was discontinued on December 1, 1945. On November 13, preceding, Colonel Edward P. Lukert, a Regular Army combat veteran of both world wars and a former professor of military science and tactics, had been assigned to the University for the purpose of reorganizing the military division, and the R. O. T. C. was completely reactivated in the following years.

As thus reconstituted, the work consisted of two years of elementary military and two of advanced. The advanced work was elevated to college level by the introduction of such subjects as Military Leadership and Psychology, Personnel Management, Teaching Methods, Command and Staff, Psychological Warfare, and Geographical Foundations of National Power, while drill and physical training were either curtailed or dropped.

The new courses were first offered in September, 1946 rather than during the summer session in order to reserve this period for summer camps to be conducted at Fort George Meade, Maryland, under control of the Commanding General, Second Army. In September, 1946, a new unit, Air-R. O. T. C., was added, thus bringing the total number of military R. O. T. C. units on the campus to four: infantry, engineers, signal, and air. The initial enrollment totaled 360 basic students; 95 second-year elementary students; and 90 first-year advanced students, who, with few exceptions, were veterans of World War II. Due to the absence of students qualified to take them, the second-year advanced military courses were not offered until September, 1947.

During the first year of its reactivation, the Corps was organized into a regiment of two battalions of three companies each. As such, it organized and conducted many military ceremonies, including an "Escort of the Colors" as part of the Greater West Virginia Week for 1946. The advanced military class was organized during the year with Cadet J. F.

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Luzader as its first president. Reactivated also were Scabbard and Blade, the advanced military honorary, and the R. O. T. C. rifle team. The crowning feature of this year was the restoration of the annual Military Ball, held on April 11, 1947, and publicized as the outstanding social event of the year and "a credit to the campus social life." It was featured by the crowning of the Military Ball Queen. For the first time in several years, co-ed sponsors were elected for each military organization of the regiment, and Sarah Stewart was acclaimed the official sponsor for Scabbard and Blade. A second rifle team, "the Varsity", sponsored by the School of Physical Education and supported by the Athletic Council, was organized and supported in the same manner as any other minor sport.

During the summer of 1947, 84 advanced course cadets attended summer camps as follows: Infantry, Fort George G. Meade, Maryland; Engineers, Fort Belvoir, Virginia; Signal, Fort Monmouth, New Jersey; Air, Langley Field, Virginia. The six-week period provided practical work in tactics and other military subjects, the theory of which had been previously covered in class during the regular school year. The Infantry cadets at Fort George Meade won and brought back to the campus the coveted trophy "Warrior of the Pacific", an award offered by the University of Hawaii for excellence in marksmanship and awarded to the College or University rifle team attaining the highest average score of all existing senior R. O. T. C. Infantry units. Enrollment for the second post-war R. O. T. C. course numbered almost one thousand; first-year elementary, 519; second-year elementary, 264; first-year advanced, 94; second-year advanced, 82; total enrollment, 959.

IN WORLD WAR II

Beginning in October, 1939, the University offered a civilian pilot training course sponsored by the U. S. Civil Aeronautics Administration. The course consisted of 120 hours, 50 of which were in flight training. Including two women, 25 students "earned their wings" in the summer of 1940. The instruction was given at the Morgantown Municipal Airport and was on a part-time basis in connection with regular academic work. Following the declaration of hostilities this program was replaced by a full-time eight weeks course for Army and Navy trainees. Under this and the preceding program 265 trainees and students received flight training.¹⁹

Student reactions to the preparedness program and to the war in Europe were informing. Although 70% of the student body favored the peacetime draft act of 1940, the first in the history of the United States; 95% were opposed to entering the war at that time; about 20% were opposed to entering it under any circumstances; and 53% were opposed to giving lend-lease or other aid to England or any of the warring nations.

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Practically the entire student body was willing to fight in case the United States were attacked.

Faculty reaction to Pearl Harbor followed the official leadership in Washington. On January 13, 1942, the council of administration by unanimous vote put the University on an accelerated program. This was accomplished by reducing the time usually allotted to the Christmas and the Easter vacations, by shifting the emphasis in Summer Session courses, and by providing special and intensive courses connected directly with the war effort. For a time substitution of the quarter for the semester system was seriously considered. The number of entrance units for admission to the University was, under certain conditions, reduced to twelve, and students who were called into active service were given full credit for the work for which they were enrolled, provided they had a "C" average at the time of withdrawal.

Although the College of Agriculture and the School of Physical Education and Athletics opposed, with the School of Medicine leading the way 100%, the accelerated program was in time generally accepted. By September, 1942, twenty-one members of the faculty were in the armed forces or on special war jobs, and about as many were "growing their own" in vegetable gardens. Although the total enrollment was greatly reduced and many courses offered regularly were not taught, instruction went on as usual.

The students were not far behind the faculty in adjusting themselves to the war effort. Among other things, they abandoned Greater West Virginia Weekend for the duration. With it went the Interfraternity Sing which had become a delightful tradition. For a time it was feared that Link Day would be abandoned because of the exit of Sphinx, the sponsor, but it was observed as usual in 1942. Later the sponsorship was taken over by Mortar Board and still later by the Associated Women Students. Thus the exercise was kept alive. By April 10, 1942, 260 students and alumni had entered the armed services. On May 1, 1942, students joined the faculty and the townspeople in their first blackout. Both individually and collectively students participated in the collection of scrap iron and scrap rubber and in various Red Cross drives, including that for blood banks. For the sixteen months ending in April, 1943, their war bond sales totaled \$246,279.06, and their total for "Buy-A-Bond-Week" ending in May, 1943, was \$43,147.30.

Even more significant, was the organization of the entire woman student body into the Associated Women Students which temporarily broke down all distinctions between social and other groups. In their united capacity the women sponsored various student activities and thus contributed much to the functioning of the University. In the "First All Woman's Day" in the history of the University, Mortar Board, Rhododendron, and Li-toon-awa took over the Link Day exercises in May,

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1944, in place of Sphinx, the regular sponsor, and when cigarettes were rationed co-eds "rolled their own". Despite these evidences of cooperation, a large number of students did not keep their promise to forego the Easter holidays in the interest of the accelerated program. The urge of new suits and spring bonnets was too strong for that.

Other major developments centered about efforts to provide the courses and programs contemplated in the accelerated programs. To that end a University Flight Training School was established, and, beginning on November 16, 1942, the instructional work was placed in charge of the College of Engineering. For their and other uses the University had provided a setup of fourteen airplanes, nineteen parachutes, ten instructors, three mechanics, and other attaches. They operated from a large hangar on the Agronomy Farm of the University Agricultural Experiment Station, adjacent to the Morgantown Airport. Under this program ten hours of dual flight instruction were offered to each cadet at the rate of sixty cadets a month.

In compliance with a contract, the University received on March 3, 1943, a group of 300 Army Air Corps cadets who were housed in the Law Building. The instructional work of all Army Specialized Training Program (A. S. T. P.) students was offered by the colleges in which they were enrolled, but they remained under the general direction and control of the commandant of cadets, formerly the professor of military science and tactics. For the needs of these students special classes were provided and in some departments, notably English and mathematics, the instructional staffs were enlarged. In July, 1944, the University was awarded a certificate of merit for services rendered the Army Air Corps Training Command.

Beginning in January, 1941, the University offered courses in the Engineering, Science, and Management War Training Program (E. S. M. W. T. P.) which trained engineers, scientists, production managers and supervisors to supply the current shortage of trained personnel in those fields. The program consisted of in-service and pre-employment courses for both men and women. The work was offered at the University and at fifteen to twenty other centers throughout the state. In general the courses were sixteen weeks in length. Pre-Radar courses, begun in October, 1942, and ended in September, 1943, were a part of this program. From beginning to end it was under the general direction of the University College of Engineering and a total of more than 12,000 persons were trained for war jobs. In addition to its work with the Flight Training School and the E. S. M. W. T. program, the College was at one time instructing 750 trainees of the A. S. T. P.: 325 in basic and 425 in advanced engineering.

Other units took on additional loads and responsibilities. This was notably true of the Mining Extension Division of the School of Mines,

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which, in addition to its regular work, cooperated with the Vocational Education Division of the state department of education. The College of Agriculture, the Agricultural Experiment Station, and the Agricultural Extension Division participated in various ways including victory gardens, food preservation and storage, emergency labor, and marketing programs. At the same time the Agricultural Experiment Station increased the flow of bulletins and leaflets of a popular and emergency nature.

In the summer of 1942 the School of Medicine went on the quarter system, thus enabling it to receive a new class at the end of nine month periods and to graduate a class as frequently. The net result was a gain of one class in the war period. In addition to its work with groups of pre-professional trainees for both the Army and the Navy, the School of Medicine hospitalized trainees in the Health Center and cooperated with the United States Public Health Service and the Monongalia County Hospital in training qualified women students who agreed to remain in the nursing profession for the duration. Under this arrangement trainees remained on the campus for sixteen weeks taking qualifying courses for practice training which, together with additional instruction, was completed in the County Hospital. In a modified form this program was continued after the war. On November 19, 1947, Captain M. M. Witherspoon, retired Navy chaplain, presented a special bronze plaque to the University for work done in the V-12 Medical Program in the World War II period.

Other units were equally effective. The College of Arts and Sciences offered most of the pre-professional work for the A. S. T. P. trainees. For that purpose it provided additional instructors in English, history, mathematics, and physics. With a view to providing employment for some of its supernumerary staffs and aiding persons in service, the College also resumed extension courses. The College of Education increased its extension offerings. The College of Pharmacy cooperated with the School of Medicine in enlarging its programs. But the Law College was left in the lurch. At one time it had only thirteen students, mostly of 4-F classification, and publication of the *Law Quarterly* was suspended. Members of the staff were thus free to aid various state agencies, particularly interim committees of the legislature.

War work of the Division of Home Economics was of a practical nature. With the arrival of A. S. T. P. students and air cadets, it assumed responsibility for the food served those hospitalized in the Health Service. The division supervised also the feeding of pre-professional medical students at the University Cafeteria; it offered a special nutrition course for cadet nurses; for the benefit of civilians, it supervised special food-preservation schools; with a view to reactivating persons with home economics backgrounds, it offered refresher courses both on and off the campus; articles and broadcasts gave instruction on food rationing; wives

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of Army trainees received special instruction in domestic arts; and a number of home economics students were given special courses to prepare them for volunteer service.

The Good-Neighbor policy toward Latin-America was fostered meanwhile. Scholarship students from Latin-American countries received a hearty welcome, and, in cooperation with the Pan-American Union, a Latin-American Institute was officially opened on April 1, 1943, with an address by Professor H. E. Davis of Hiram College, then employed in the office of Coordinator of Inter-American affairs. The later conferences were attended by noted speakers from both the Latin-American republics and the United States.

As a result of these activities the University Campus was converted into a semi-military camp; a majority of the students wore uniforms and marched to and from classes under section leaders; for the first time in the history of the institution the regular women matriculates outnumbered the men; the Men's Dormitory, the Law College Building, four fraternity houses, and Newman Hall were occupied by trainees; Terrace and Men's Residence halls were converted into trainee mess halls; at the end of 1943, eighty-eight members of the University teaching and administrative staffs were absent on leaves; and more than 2,500 alumni and former students were in the armed services. In a total enrollment of 2,638 in December, 1943, 1,320 (500 men and 820 women) were civilians. The others were trainees: 834 in the A. S. T. program, 300 aviation cadets, 50 medical students (32 Army and 18 Navy); 110 Army R. O. T. C.; and 24 U. S. Cadet Nurses. The E. S. M. W. T. and the regular extension programs served a total of 2,107 others, and short courses and extension programs reached about 8,000 others.

The situation at the end of 1943-44 was described in an *Athenaeum* editorial entitled "Class of '44"

Already the United States had declared war, but it wasn't until the next year that the male population thinned out alarmingly. Then last spring the order came for all civilians to move out of Men's Dormitory. The Army was moving in.

It wasn't long until the Air Corps was trailing through the streets, the A. S. T. P. moved a unit in, and the sound of marching and sharp commands reminded us at every turn that this is war. The College of Law and most of the fraternity houses were soon taken over. Our own men began coming back on leaves and furloughs, some of them telling stories of action in far away places. Everyone listened fervently to what they had to say as they tried to impress on us the meaning of war.

Then again the Army moved, leaving only a few of its representatives behind. Spring has come and the unusual silence pervading the campus is very noticeable and a little oppressive. The men who used to line the steps of fraternity row just before twilight are conspicuously absent. The inhabitants of Women's Hall once were wont to complain about the ungodly noises issuing from those fraternity houses until all hours in the morning, but noise is far better than that kind of ominous silence.²⁰

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As accurately as can be determined University alumni and student casualties were:

Arbogast, Richard Dille, Morgantown	Fisher, Albert Welton, Huntington
Babich, Peter Oscar, Morgantown	Fletcher, James Eugene, Dunbar
Bailey, James Addison,	Fletcher, James Jackson, Alderson
Williamsburg, Va.	Fraser, Howard Wandel, Ethel
Banko, Joseph John, Weirton	Freeland, Braxton Arel, Middlebourne
Bartlett, John William, St. Albans	Gatrell, John David, Martinsburg
Batson, Howard Marshall, Jr., Fairmont	Gee, Robert Earl, Trout
Bell, George Wilford, Yates	Gerwig, Ivan Mack, Chapel
Bekenstein, Charles J., Charleston	Girard, Lewis Frank, Jr., Harrisville
Bibb, Thomas Campbell, Beckley	Goe, James Newton, Weston
Bland, Gale Carson, Blandville	Goetz, William Humphrey, Fairmont
Bogges, William Warren Jr., Ripley	Goff, Herbert Harold, Jr., Goffs
Bowers, Eldon Fairfax, Keyser	Goff, Homer Wallace, Charleston
Bragg, Wm. Wilson, Jr., Guthrie	Goëdell, Ralph James McL.,
Breckinridge, Casper Shunk,	Kearneysville
Summersville	Graham, Luther Boyd, Summersville
Broadwater, Joseph Archer, Sisterville	Greco, John, Everettville
Brown, Robert Hawthorne, Kingwood	Grimes, Frances Fortune, Morgantown
Butler, Parks Morton, Gassaway	Harper, Philip Hugh, Hendricks
Byrnside, Delmar Creed, Hurricane	Hassner, Charles Wm., New Martinsville
Campbell, Robert John, Corinne	Heavener, James Stanley, Clarksburg
Cannon, Fred Beatty, Jr., Morgantown	Henry, Howard Raymond, Charleston
Carr, Samuel Leslie, Mill Creek	Hensley, Robert Groves, Charleston
Carson, Clayton Calvin, Gassaway	Hess, Oakley Eugene, Mole Hill
Carter, Elmer Norval, Huntington	Hicks, Roger Louis, Moundsville
Casteel, Frank Wm., Morgantown	Hill, John William, Jr., Charles Town
Chidester, Jack Wilson, Erling	Hogue, Harry James, Morgantown
Clem, John Robert, Clarksburg	Holland, Max Leonard, Logan
Clifford, John Henry, Clarksburg	Holmested, George Atkinson, Charleston
Clyborne, Clarence Alfred, Jr., Bluefield	Hooks, Corwin Thomas, Morgantown
Colborn, Harry Blackstone, Fairmont	Hudgins, John Gilbert, Hinton
Conaway, Roy H., Wilbur	Huffman, Ben Milton, Clarksburg
Cookman, Donald Moore, Romney	Hunt, John Warden, Elkview
Core, Barton Wayne, Morgantown	Hyer, Hale Dow, Flatwoods
Cornwell, Gardiner V., Jr., Bridgeport	Jacobs, James Andrew, Morgantown
Cotherman, George Ferguson, Weirton	Jacobson, Joseph Edward, Morgantown
Couch, Robert Telford, Jr., Charleston	Janney, Thomas Baldwin, Charles Town
Coulson, William Herod, Morgantown	Jarrell, Hershel Ashby, Van
Cracraft, Russell Hubbard, Wheeling	Jenkins, Cornelius Allen Moon,
Curnutte, Ormar Denver, Mannington	Farmington
Dattola, Louis Richard, Springdale, Pa.	John, Jackley Nole, Aliquippa, Pa.
Davis, George Lathrop, Harrisville	Johnson, Robert Ray, Uffington
Davis, Walter Leslie, Chester	Jolliffe, Arthur B., Haywood
Dean, Hugh Ellis, Grafton	Jones, Boyd Haines, West Union
Digman, Junior Fred, Elkins	Jones, John William, Jr., Wheeling
Downey, Thomas Jefferson, Huntington	Kanner, Samuel, Charleston
Dye, Richard Smith, Wellsburg	Keck, Leonidas Virginius, III,
Easley, John White, Dry Fork, Va.	Morgantown
Espada, Felix Angel, San Juan, P. R.	Keese, Eustace Napier, Huntington
Etz, Herbert Roy, Jr., Wheeling	Kemper, Jack Russell, Clarksburg
Evans, Frank Kinsey, Fairmont	Knotts, Clyde, Morgantown
Ewing, Thomas Riley, Wheeling	Lawson, John Carl, Jr., Williamson
Feeney, James Robert, Weston	Livingstone, John D., Jr., Clarksburg
Feller, Charles Harry, Mullens	Lowther, Edward Keith, Harrisville
Ferguson, Ralph Raymond, Scarbro	Lough, Harold Wm., Weston
Findley, Charles Woodrow,	Maddox, James S., Fairmont
Washington, D. C.	Mahan, Charles Edgar, III, Favetteville
Finlayson, John Everal, Shinnston	Manown, Jay Ross, Jr., Morgantown

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Marcus, Milton, New York, N. Y.	Ripley, Raymond Graydon, Alma
Mason, Paul Wesley, Parkersburg	Rogers, Samuel Leman, Ellenboro
Matthews, John Cochran, Wheeling	Rowe, William Armstrong, Mona
Maxwell, Joseph Churchill, Salem	Rowe, Claude Linwell, Jr., Peterstown
McArdle, Robert Henry, Morgantown	Scott, Robert Freeman, St. Albans
McCorkle, Ernest Carter, Old Fields	Selbe, Paul Benton, St. Albans
McCoy, James Howard, Jr., Charleston	Selders, Keith Everett, Oakland, Md.
McCue, John Burk, Morgantown	Shaffer, John Wm., Morgantown
McCune, Dallas George, Wheeling	Shappek, John Charles, Jr.,
McGlone, Clement Daniel, McMechen	Farmington
McIlwain, John Willard,	Sherwood, Ruel Edwin, II, Charleston
South Charleston	Shumate, James Ray, Marianna
McKee, John Lee, Charleston	Sidell, Bruce Waldo, New Martinsville
McKinney, John Clark, III, Fairmont	Skaggs, Dwight Hanlin, Lewisburg
McLaughlin, Harry Bland, Jr.,	Skidmore, David Bruce, Centralia
Gassaway	Smith, Carroll Ney, Blaine
Moore, James Ronald, Morgantown	Smith, Clarence Edwin, II, Fairmont
Moore, Ulvert Mathew, Bluefield	Snapp, Charles Bryant, Martinsburg
Morgan, Mont Francis, Ravenswood	Specht, Robert John, McMechen
Morrow, Joseph Gardner, Martinsburg	Stansbury, Charles Denmead, Beckley
Mueller, Robert Hosford, Pittsburgh, Pa.	Stemple, Max Lloyd, Bretz
Nassif, Louis Jacob, Jr., Wheeling	Stemple, Roy Woodrow, Aurora
Nels, William Edward, Pursglove	Summers, Fred Lindley, Jr., Parkersburg
Neuman, William Edward, Wheeling	Surbaugh, John Ross, Jr., Charleston
O'Laughlin, Thomas Martin,	Taylor, Charles Berkeley, Parkersburg
New Martinsville	Thompson, Alden Wilbur, Jr.,
Onder, Angelo, McCullough, Pa.	Morgantown
Orders, Kermit Reed, St. Albans	Thompson, Wilbur Lee, Charleston
Parrack, Francis Evan, Kingwood	Tully, Grant Perry, Charleston
Post, Henry Arie, Fulton, Ill.	Umbarger, George Alfred, Richwood
Potterfield, Clarence Alfred, Charleston	Urdanoff, Jordan Joseph, Dellslow
Prager, Conrad Raymond, Wheeling	Warder, Hugh Robert, Grafton
Pritts, Harold Calvin, Indian Head, Pa.	White, Joseph Stanley, Keyser
Quigley, Harold Edward, Cinderella	White, Kemble, Jr., Clarksburg
Quillen, Max Lee, St. Marys	Wile, Ralph Winford, Hopedale, Ohio
Raddcliffe, Woodrow Carmen, Philippi	Wilgus, Franklin Joseph, Morgantown
Rafferty, Michael Alfonso, Weston	Williams, Edward Donald, Wellsburg
Rangos, George Charles, Wellsburg	Williams, Phil Holland, Elkins
Ranson, William Francis, Charleston	Williamson, James Wilkinson, Jr.,
Richey, Robert Maxwell, Wellsburg	Murraysville
Richmond, Roy Eugene, Dallas	Wilson, Charles Henry, Jr., McMechen
Rickey, George Thomas,	Withers, Vindar Wilson, Grafton
North Bergen, N. J.	Wright, Rector Snyder, Pennsboro
Riggs, Clarence Earl, Morgantown	Young, Robert Elton, Clendenin

Michael Alfonso Rafferty, one of the casualties, had been a teacher of biochemistry in the University. He resigned in March, 1941, to do medical and chemical research and was killed in Belgium while serving in the Army Medical Corps. Harry L. Samuel, Associate Professor of physical education and director of intramurals in the University, was lost at sea while employed as Field Director in the American Red Cross recreation program. He was not an alumnus.

The veterans were a determining force in college life. Activities of the Veterans Association before the legislature were partly responsible for the rather liberal appropriation to meet their educational needs. Before 1946-47 was far advanced College Park had its own mayor and council and was otherwise looking after its own needs. Early in 1945

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Mountaineer Post 127, one of the first college American Legion posts of its kind, was organized. With a view to initiating ex-service women in the ways of modern college life, in 1946 the Women Veterans' Organization was formed and affiliated with Mountaineer Post 127.

But the expected transformation in student practices and traditions did not come. Instead, the veterans joined college fraternities and other organizations and revived many of the pre-war practices. For instance, Sphinx and Mountain were revived in September, 1946, and Fi Batar Cappar restored the honor court which again saw to it that freshmen wore regulation caps and striped ties during a prescribed time, and that freshman girls kept regulation hours.

Veterans were less fortunate in the solution of their instructional problems. Beginning in 1945, they had the aid of a coordinator, Professor A. R. Collett of the department of chemistry, and after his resignation, effective September 1, 1946, of the Rev. J. C. Gluck, a former chaplain in the armed service. But the teaching staff had been depleted by the exigencies of war and the inability of the University to compete with other institutions because of the comparatively low salaries offered in the former. In anticipation of such conditions, \$360,000 of an emergency appropriation was released, but it was inadequate. Although it was not generally appreciated, the resulting injustices were irreparable and in some cases tragic.

STUDENT ACTIVITIES

1. CURRENT INTERESTS

Except in 1943 when the student annual election was postponed because of war conditions, it was held regularly in this period in or about the first week of May. At that time the students elected the president of the student body, the editors and the managers of both *The Athenaeum* and the *Monticola*, two men and two women members of the social committee, one member of the athletic board, the several class officers, and other members of the student council. In the beginning of the period more than later the elections were featured by "dirty politics," and the results were sometimes contested. To prevent such things the use of voting machines was suggested. Instead, the constitution of the student body was amended in 1934, and all student elections were placed under supervision of the faculty. Irregularities were thus reduced to a minimum, but the rowdyism and the mutilation of property incident to these affairs were not perceptibly reduced.

Through the period student elections were characterized by instability of party affiliations. Prior to 1933 the annual contests were two party affairs between the fraternity group and the independents. With a view to effecting desired reforms the University Union party, composed of fraternity and non-fraternity members, was organized in 1933

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and won all the major offices. To thwart it the fraternity groups organized the Progressive party which swept the University Union party from power in 1934, but the non-fraternity groups returned in 1935 under the Independent banner and the leadership of Blaker Herod. Thereafter the contests were between the Student Union (fraternity) and Independent parties to 1941, when the University party and the League for Democratic Student Action replaced the Independents. But the Student Union party was successful then and in 1942 when the University party and the League became defunct. Thus, the field was left to the Student Union and the revived Independent party until 1947, when the former broke up and two parties, the Mountaineer and the Popular, were organized. The 1948 contest was between the Popular and the revived Independent party with the latter generally successful.

In the order of their succession the presidents of the student body were: John D. Philips (1929-30), Nelson Lang (1930-31), Harold Neff (1931-32), William Largent (1932-33), Charles Wise (1933-34), George Harris Healey (1934-35), Blaker Herod (1935-36), Hosmer Cropp (1936-37), James Byrum (1937-38), William Moran (1938-39), Joseph Patrick Condry (1939-40), James McCartney (1940-41), John Hackney (1941-42), Roger Hicks (1942-43), Larry Wilson Andrews (1943-44), James L. Thompson (1944-45), Edward Bartkus (1945-46), George Fumich (1946-47), Thomas S. Smith, Jr. (1947-48), and William F. Lockhart (1948-49).

In March, 1934 Charles Wise relinquished the presidency to make a debating tour of the British Isles and William Neely was president during the remainder of the year. In the deferred election of 1943 Charles Peter "Pete" Yost was elected president. In September of that year he was called for service in the Navy and for a time Betty Head was acting president. In filling the vacancy "politics were adjoined," and Roger Hicks was elected without opposition. Already the faculty committee on student publications had named the editor, the managing editor, and the business manager of *The Athenaeum* for 1943-44. Otherwise, all student officers in this period were elected by the students themselves.

Efforts to establish an adequate student center enlisted interest throughout this entire period. While the present library building was in process of construction, students cast longing eyes toward the "Old Library," a favorite student trysting place for more than twenty-five years, as suitable for their purposes. Until such time as it could be made available Mountain proposed to use one of the Stadium towers. When it was finally decided to use the Old Library building for administrative and lecture room purposes, Newman Hall was the social center of Catholic students, and the possibility of providing a center for the entire University through the use of federal funds was suggested. To emphasize the need for it, in 1936 residents of Men's Hall proposed to divert the

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profits from fruits, sweets, and sandwiches sold there to a fund to finance the structure. About the same time the Women's Student Government Association donated \$200 to provide entertainment in Elizabeth Moore Hall but primarily to prove that a student center was needed and desired. *The Athenaeum* endorsed the movement editorially.

As the result of seven years of agitation the University Cafeteria, then located on the site between the present Administration and the College of Engineering buildings, was reconditioned and on February 9, 1938, opened as a student center. In eager anticipation about five hundred persons visited it on the opening day, but soon thereafter visitors generally described "the Center" as "a sham" and "a center in name only." Among other things, it was too small, too inadequately equipped, and the floors were not suited to dancing. Besides, it was used most of the time for cafeteria purposes. As a consequence students did not frequent it in large numbers and continued to use the library and nearby sandwich shops.

As both the University and the townspeople felt a responsibility for the youthful trainees who began to arrive on the campus early in 1943, the usual meeting places for students were considered inadequate, and a supervised downtown place was made available during the weekends. At the instance of Mortar Board, Elizabeth Moore Hall was opened on Friday nights to women for parties and for entertaining purposes. The next year, the swimming pool in Elizabeth Moore Hall was made available to men at certain specified hours in the day.

Efforts to provide entertainment for trainees and a growing realization of the need for it raised the question of what could be done for "the boys" when they returned as veterans. The situation gripped the imagination of the students and they assembled en masse in January, 1945, to request that something be done. In response thereto and in keeping with plans then in progress the cafeteria was reopened on April 11, 1945, as a student center. This time it had been thoroughly reconditioned not only for dancing but also for games, and it was available to students from 3 to 10:45 p. m. throughout the week and to 11:45 p. m. on Fridays and Saturdays. The setup was in fact so promising that it was proposed to name it, and a war bond prize was offered for the best suggestion. "Sad Shack" received the prize and "Half-Way House" was the runner-up.

Soon thereafter the interest shifted from entertaining trainees to caring for veterans. In this it did not take long to discover that they were more interested in something to eat than in a place to dance. Under these conditions the hours during which the University Cafeteria was available as a student center were so reduced as to make it unattractive for that purpose, and the proposed renaming did not take place.

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It was therefore with real joy that students learned in October, 1946, that a surplus cafeteria and a surplus building suitable for a student center had priorities in a plan of the federal government to aid in caring for veterans at the University. Beginning October 21, 1946, the University Armory was made available for recreational purposes during certain specified hours while the promised student center was in process of being dismantled, removed, and rebuilt. With accommodations for about 800 students at each meal, the new cafeteria, located on College Avenue adjoining the Health Center, was opened on September 15, 1947, and the Student Center, located in Falling Run northeast of the Stadium was opened on May 15, 1948, and named "Mountainlair."

Mountaineer Week Team was one of the most effective of student extracurricular activities. As first organized in 1927 it was composed of representative students who, first under direction of Alumni Secretary Yoke and, after 1932, of Dr. Richard Aspinall, the University Extension Agent, visited the leading high schools of the state to tell students why they should go to college and what the University had to offer. *The Athenaeum* having paved the way for them with an annual high school number, these "ambassadors of good will" made pilgrimages except through 1943-46.

When the Alumni Association became defunct in 1932, the Mountaineer Week Team was sponsored by Mountain. Under its direction and the coaching of Dr. Aspinall the programs and the number of participants varied from time to time. For instance, in one or two depression years there were only five or six, and for the first and only time women were included in the personnel of the 1939 team. At the instance of Mountain, the team was revived in 1947, when fourteen students again toured the state in the interest of higher education in general and of the University in particular.

The practice of selecting "The Mountaineer," the senior who had done most for the University and who best typified the ideal student, began in 1928 when George Jackson of Jane Lew received that distinction. His successors were: Albert "Big Sleepy" Glenn (1929); Marshall "Little Sleepy" Glenn (1930); Nelson Lang (1931); Edward H. Cubbon (1932); William S. Fahey (1933); A. Hale Watkins (1934); Arthur Swisher (1935); and George Nye Guthrie (1936). By 1937 the presence of "The Mountaineer," clad in mountaineer garb, armed with an old-time rifle, and sponsored by Mountain, at all football games in the Stadium was considered indispensable, and the choice shifted to a person suited to the role and was not therefore restricted to the senior who had done most for the University. Thus, in two instances the choice went to the same person three years in succession and in one, that of Wm. F. Gott in 1943, to a person who was not regularly enrolled. During the inactivity of Mountain from May, 1943, to February, 1946,

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the Mountaineer was appointed by the president of the Student Council. In the order of their succession they were: Boyd "Slim" Arnold (1937-40); Julius W. Singleton (1941); Wm. F. "Big Bill" Gott (1942-44); Robert Carr (1945); James Lee Coughlin (1946); Sidney Gillis (1947); and Mathew W. Harrison (1948).

Mountaineer Weekend was inaugurated on November 8, 1947, as "Mountaineer Day" in a planned effort to establish a new campus tradition. On that day a considerable number of students under the leadership of Arch A. Moore, '49, witnessed the West Virginia-Kentucky football game dressed in overalls, plaid shirts, patched clothes, and other costumes suggestive of mountaineers. The innovation was well received and was repeated in 1948 but as "Mountaineer Weekend." On the day of the game featuring it (Nov. 20) Coach DeGroot and hundreds of students joined "the Mountaineer" in mountaineer makeup. Previous attempts to make the choice of "Miss Mountaineer" an annual event having failed, Miss Emily Lou Randall, '52, was then chosen for that honor. The contest resulting in her election was sponsored by the *Monticola*.

Greater West Virginia Weekend had its origin in a planned effort to preserve University traditions by giving a number of institutionalized features a permanent place on the social calendar. The exercises thus favored were Mother's Day, established in 1930 under the joint sponsorship of the Woman's Student Government Association, the Woman's Athletic Association, and the Young Woman's Christian Association; Link Day sponsored by Sphinx since 1909; the May Festival featured by the crowning of the May Queen; the Inter-Fraternity Sing begun in 1927 and since 1934 sponsored by Sphinx; and the Junior Prom held more or less regularly since 1904. The exercise merging them into one was formally opened on May 10, 1935, with an address by Acting President Armstrong.²¹

The exercises were varied from year to year with a view to enlarging their scope and effectiveness, but the primary purpose, that of maintaining wholesome traditions, was unchanged. For instance, in 1936 the Inter-Fraternity Sing became the Inter-Fraternity-Sorority Sing and in 1947 the "Annual Mother's Day Sing" with non-fraternity groups participating, and the Eighth Annual Greater West Virginia Weekend (1942) was participated in by the Engineering show, the Woman's Glee Club concert, an Orchesis evening dance, and an address of Welcome by the President of the University. Thus the event became "the most cherished of University traditions."

Regardless of its appeal, Greater West Virginia Weekend was discontinued in 1943 for the duration, so completely had war demands eclipsed everything else. Its resumption on May 10-12, 1946, was one of the most cheering and reassuring events in the history of the University.

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In both 1947 and 1948 the final day was given largely to the visiting mothers and was climaxed by the Annual Mother's Day Sing. The 1948 exercises were attended by "the largest gathering of parents in the history of the University."

Largely because of inadequate financing, of the difficulty of finding a suitable hour in an overcrowded program, and of the aversion of students to anything savoring of compulsion, student convocations were nightmares during most of this period. Prior to 1929 Dr. R. A. Armstrong, an able speaker and an authority on Biblical history, was effective in rendering the required attendance of freshmen less onerous than it would otherwise have been. During his illness in 1929-30 the students themselves took over, but they soon exhausted their store of entertaining devices. When Dr. Armstrong resumed the responsibility, it was as chairman of the standing committee on convocations, which resorted to the use of prominent speakers. Failing to produce the desired results in this manner, the convocation exercises were changed radically with the beginning of the 1934-35 session.

Under the new plan the convocation hour was moved from 10 a. m. Wednesday to 3 p. m. Sunday, and compulsory attendance for freshmen was abolished. Through the use of innovations, which were however limited by a lack of funds, the committee sustained passable interest until the death of Dr. Armstrong, September 15, 1936. Soon thereafter Dr. Aspinall, Director of Student Affairs, was made chairman of the convocation committee and, the number of regular exercises having meanwhile been reduced to two monthly, the time for holding them was left to the discretion of the committee. Thus a convocation could be held at most any time. With the available funds divided about evenly among musical, departmental, and general programs, the exercises continued to be held during the ensuing years, but only motion picture stars and widely known and highly publicized persons commanded the attendance of more than two per cent of the students.

As a result of an investigation conducted by Mortar Board with assistance from Li-toon-awa, it was found that 71% of the student body believed convocations were vital to the life of the campus but that a very large percentage had not attended at all and a still larger percentage only once or twice in a year. Generally, the students believed that the cure was "fewer and better convocations." With this in mind they were resumed after World War II, and the budget allowance for them was increased from \$900 to \$4,000 annually.

The transitional character of the social life was commented upon from time to time by the student newspaper. Among other things, student marriages became so frequent as to necessitate the adoption of rules and regulations in a somewhat vain effort to control them; whereas dancing had been strictly forbidden earlier, it was sponsored by var-

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ious church organizations and taught as a part of the intramural program; whereas formal dress and conventions had been a part of a liberal education in the previous period, they were relegated almost entirely to "formals" in this one; instead of going to church on Sunday morning, as in "ye olde time," students went to the movies on Sunday afternoon; whereas a Negro attempting to register in the previous period would have exposed himself to mob violence, he registered without thought of molestation in this one; and, beginning in 1937, the students were asked to elect four student members to the standing committee on student affairs, which prior thereto had been composed of nine members of the regular faculty.

In its social practices this period was further removed from that ending in 1909 than the intervening years indicated; for the era in which moustached students in brown derbies defiantly flaunted custom by keeping hoop-skirted sweethearts out until the impossible hour of ten o'clock after the taffy-pulling social, had passed. Gone also were the grand operas; the horses and buggies; the music faculty concerts; and the fights, the fence rushes, and the black eyes which resulted from encounters between freshmen and sophomores. To preserve the last vestiges of the resulting charm and picturesqueness of college life, *The Athenaeum* insisted from time to time upon the enforcement of "freshman rules"; but as indicated elsewhere the tendency was to substitute "guidance" for hazing in any form. Moved by the alleged growing tendency on the part of co-eds to gum-chewing and lounging in public and on the part of the men to profanity, the editor of *The Athenaeum* sometimes dispaired of social progress, but in common with others he found comfort and assurance in the confident belief that these and other current practices were the superficial growing pains of a newly sophisticated generation imbued by superficial practices of democracy.

In the absence of compelling examples and respected authority the situation with respect to smoking in University buildings was anomalous. Although it was forbidden by state law and by order of the state fire marshal, in 1932 the student newspaper said, "A majority of the women on the campus smoke." At that time most of the smoking by women was in their rooms, but this was deplored by the student newssheet on the score that the rooms were thus polluted and rendered unfit for study. About the same time much was made of a report to the effect that the women of Randolph-Macon College (Va.) had been permitted to smoke in their rooms, provided they refrained from smoking in downtown restaurants and drugstores.

With these and similar encouragements, the University rules and regulations remaining unchanged, both men and women, in increasing numbers, began to smoke in the hallways of the buildings and finally in some of the classrooms, as determined by the attitude of the professors

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in charge. Thus the hallways of some of the buildings became loitering and lounging places with the usual inconveniences and hazards of such practices. Because of the admitted fire hazard and a request from the President of the University, *The Athenaeum* repeatedly requested students to refrain from smoking in the "Circle Buildings." The practice was continued however, but on a perceptibly reduced scale.

From the beginning to the present the attitude of the students towards smoking and other alleged "vices" was determined largely by the attitude of the faculty. This was notably true in the 1880's, in 1897-1901, in 1927-34, and during and after World War II.

The period witnessed many innovations some of which were inspired by outside influences and by propaganda and were accordingly temporary in duration. Among them was the practice of sophomore medical students, begun in 1931, of wearing beards during a part of the academic year; the Mardi Gras sponsored by the Y. W. C. A. and the sororities and composed of fortune telling, bingo, fishpond, and other money-making devices, begun in 1930 and discontinued after a few years; the sale of second-hand textbooks on a large scale, begun in 1940 through the aid of the Book Exchange established then for that purpose; Whopperswopper Day for the exchange of white elephants to mutual advantage, inaugurated in 1940 under sponsorship of the Journaliers and *The Athenaeum* and used as a spring house cleaning device; "glaring pigtails", generally disapproved by the men students, except for "a certain type" of girl; Brotherhood Day, introduced in 1937 and participated in by Jews, Catholics, and Protestants as a means of promoting "liberality"; Christmas caroling, begun by the fraternities in the 1930's and kept alive after 1941 through competition for a prize awarded by a vote of the sororities caroled; "jitterbug" dancing which became a vogue in the mid-1930's; and "Religion in Life Week", observed in October, 1939, despite the fact that the purpose was admittedly vague.

The successful experiment of Professor A. W. Friend in conducting a class in physics from his sickbed by use of a radio was perhaps more significant than any of the foregoing developments, but scarcely more than the "Millhouse plan" proposing that the federal government subsidize each college student upon graduation from an approved institution, to the extent of \$1,000 to be repaid on the installment plan with interest at 2%. Though ridiculed as a poor imitation of the Townsend plan, the Millhouse plan was generally approved.²² Like other similar schemes for student relief, it ceased to be agitated with the passing of the Depression.

As effectively as anything else perhaps, student expenditures reflected student life. In 1940 the average expenditure per student was \$431.46, exclusive of room rent. Of this total less than one-half was for food; a little more than one-fifth was for clothing; and more than one-tenth

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was spent for miscellaneous items. Largely because of financial conditions incident to the Depression the enrollment declined perceptibly in 1933-34 and in 1934-35. In the former years 593 students applied for the 272 available F. E. R. A. jobs, none of which were open to persons who had married within the six months preceeding or who were members of college fraternities. To retain such appointments students were required to make a "C" average. With the installation of the N. Y. A. program in the following year, 330 students shared government aid aggregating \$34,155 for the year. In decreasing sums this aid was continued until July 1, 1943, when it was discontinued because of the war then in progress.

Loan funds administered by the secretary of loans and placement were desirable forms of student aid. Significantly, each of the thirteen funds from which student loans were made in 1947-48 had its origin in this period. Except the Loyalty Permanent Endowment Fund, all of them were revolving through small short-time loans. The Revolving Emergency Fund for Men, established in 1931, by H. E. Stone, was the most used. In 1946 the loans from this one fund totaled about 2,400 and aggregated about \$25,000. In the Depression the dean of women used ten funds, aggregating about \$3,000 annually, to make similar loans to coeds.

2. PUBLICATIONS

Despite depression and war, *The Athenaeum* appeared regularly during this period. Incident to the transition from a semi-weekly to a daily, effected in September, 1933, to the simultaneous change from the full-size sheet to the present tabloid size, and to the use of a limited wire service, *The Athenaeum* experienced financial difficulties in 1934, and state authorities reminded the journalism department of a deficit. To avoid repetition of such a thing in the war period, in October, 1943, the publication again became a semi-weekly, but with the September 20, 1946, issue it was again a daily (every day except Sunday and Monday.) In 1936 it attained an "A" rating and was classed among the best of the thirty-five college dailies in the country.

In response to the tenor of the times and to the need for additional funds the daily took on new features. This was notably true of the advertising. Prior to 1932 the "ads" consisted largely of women's and men's wear, furniture, and restaurant items, but, beginning in 1932-33, space was given to cigarette, confectionary, cosmetic, and similar items. The following year the national collegiate and picture section appeared. Incidentally, the space given to editorials was reduced and there were fewer feature articles.

The Athenaeum owed much of its success to its sponsorship of policies with a student appeal. For instance, it favored excusing seniors

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from final examinations, establishing a student union, and installing an electric clock to regulate comings and goings to and from classes. In 1931 it temporarily sponsored the beauty contest; in the previous year it issued the first of its later popular "Mountaineer" editions; in 1937 it added a page of cartoons and a section devoted to styles and etiquette; and there were more or less regular summer school editions.

With the establishment of the department of journalism in the Arts and Sciences College in 1927, *The Athenaeum* began at once to favor the establishment of a school of journalism. Among the several devices for popularizing such an institution was the West Virginia Hall of Fame inaugurated in October, 1935, with A. W. Campbell and Andrew Price as the first honorees. Through the help of this and other devices and through journalism sponsored organizations, the school was established on April 22, 1939. Thereafter the goal was a school of journalism building. This brought criticism from those who thought their building needs urgent and who resented the alleged pressure methods of the new school.

During most of World War II, *The Athenaeum* was woman-staffed and student controlled. With the approval of the student council and in conformity with the constitution of the student body, the faculty committee on publications appointed the editor, the managing editor, and the business manager in 1943 when the students failed to hold their annual election at the regular time. In the absence of trained men, it thus came under the editorship and management of women students, but they carried on effectively under the guiding hand of the director of the school of journalism. As in the past, groups thus trained took over annually the publication of one or more issues of the regular local newspapers. With the return of the veterans, the men again dominated the situation, but a large part of the staff consisted of women. In 1947-48 it was composed of more than 60 reporters, more than 26 copyreaders, and a number of departmental editors.

On the eve of World War II *The Athenaeum* was a five-column tabloid weekly of from four to twelve pages. In answer to the frequent charges of incompetence on the part of the staff, it called attention editorially to the fact that it was first of all a laboratory and as such no more prone to error than other student laboratories. Moreover, it charged that its mistakes were magnified. The post-war issues retained the tabloid size, but most of those for 1946-48 were only four pages.

With variations in style and format that reflected a large degree of originality, *The Monticola*, the student annual, appeared regularly except in the depression year 1933 and in the war years 1944, 1945, and 1946. The size remained constant until 1938 when it was enlarged slightly to accommodate the color printing feature then used for the first time in a large way.

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Among other things, the publication featured campus beauties every year except 1931 when none was chosen. The practice having met the disfavor of the dean of women, Pan Hellenic condemned it that year as vulgar and unfair, and the sororities refused to participate by making the customary nominations. As *The Monticola* was forced to suspend in 1933 because of the Depression, sponsorship of the beauty contest was taken over by *The Athenaeum*, which continued it for a year or two thereafter. *Monticola*, *Shampain*, and *Eight Ball* vied with each other for the sponsorship as a means of financing themselves, thus bringing the contest into a measure of ridicule.

Because of the force of some of the objections "the Beauty" was not always publicized as such. Instead, she appeared under such headings as "Society", "Beauty", "Miss West Virginia", and finally as the "Monticola Queen". From the first the situation was cleared somewhat by publishing the names and pictures of the runners-up with those of the winner. From and including 1930 those awarded first place, when elections were made, were Margaret Straley and Lenora Dunn (1930), Mildred Fetty (1932), Milrose Boor (1934), Mary Betty Walsh (1935), Alma Fraser (1936), Helen Baker (1937), Jane Greer (1938), Margaret Louise Brabban (1939), Mildred Moon (1940), Elizabeth Romine (1941), Teresa Dowell (1942), Marilyn Shannon (1943), and Ann Rich (1947). Some selections were made by Hollywood celebrities including "Fuzzy" Knight and Earl Carroll. Miss Walsh was chosen by James Montgomery Flagg of New York City.

Beginning in 1930 *The Monticola* revived the practice, begun in 1924, of choosing a queen of the Junior Prom and including her likeness in its pages. To and including 1938, when the practice was abandoned, they were Frances Ebling (1930), Annette Wiley (1931), Elizabeth Huey (1932), Esther Newhouse (1934), Gwendolia Glass (1935), "Tuck" Kelley (1936), Betty Lee Bard (1937), and Jean Cole (1938).

The choice of dedicatory sponsors was even more difficult than the choice of "the beauties". Although the former involved no contest, it generally necessitated a quiet and discriminating hunt not always free from racket designs. As the good name of the University was compromised by such practices, they were forbidden in 1935, and no personal dedications were made thereafter until 1940. As usual with such prohibitions, the resulting evasions were ingenious. First they used three persons: Dr. R. A. Armstrong, Senator M. Mansfield Neely, and Dr. J. R. Turner. The following year it was sixty-six alumni who paid five dollars each for "the honor". There was no dedication in 1937, but that of 1938 was "To Coal" and that of 1939 to the "Oil and Natural Gas Industry of West Virginia." As each of these dedications contained biographical and historical matter it was presumably paid for as advertising.

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Finding itself thus outgeneraled, the University committee on publications rescinded its order and the practice of personal dedications was resumed. Since and including 1940 they were Charles Elmer Lawall (1940); Michael L. Benedum (1941); Herbert C. Greer (1942); Raymond E. Salvati (1943); and Thomas E. Millsop (1947). In the order of their succession those in this period prior to the prohibitory regulation were Otto Schenk (1929), Frank Witcher McCullough (1930), I. Grant Lazelle (1931), George W. Bowers (1932), and John J. Cornwell (1934).

The student humor magazine was generally humorous. In the third attempt to provide such a publication *Moonshine* was revived in September, 1931, but it had to compete with the more popular *Bull Sheet* which made its initial appearance about the same time. Unlike *Moonshine*, *The Bull Sheet* was unauthorized and uncensored, and the contents were sometimes vulgar and even obscene. They were admittedly injurious to the University. Accordingly the University Council indicated its intention to expel any student who was in any way responsible for the objectionable publication. In response to proposals for reissuing it, *The Athenaeum* denounced the sheet editorially as "vulgar and profane".

Moonshine had meanwhile become so encumbered with debt that it was forced to suspend publication. As its name under such conditions was a liability, the demand for a humor publication was supplied by *Shampain* which made its authorized appearance in May, 1935, under the editorship of L. D. Corson. Partly because of competition from the unauthorized *Wild Cat*, *Shampain* experienced financial difficulties and was discontinued after about two years. *Wild Cat* having ceased to appear meanwhile and the debts of *Moonshine* having been forgiven, it was revived in 1937. For a brief time, *Eight Ball* was a competitor, but it too foundered on the financial rocks leaving *Moonshine* in uncontested possession of the humor field. As such it functioned until in 1942 when it suspended publication for the duration. It resumed in the beginning of the 1946-47 session. The inclusion of two students on the faculty committee on publications, begun in September, 1937, was a stabilizing factor not only in finances but also in the contents of the publications.

From time to time there were still other publications, for which students were either wholly or in part responsible. During the first years of this period, the *Hillel Quarterly*, formerly the *Hillel Herald*, appeared regularly under auspices of the Hillel Society. At the same time the Y. M. C. A. was editing and publishing the Student Directory and the Y. W. C. A. the Freshman Handbook. Except *The Athenaeum* and the Student Directory, all student publications were suspended in the war period, but the *Monticola* and *Moonshine* resumed publication in 1946-47 in conformity with arrangements made in April, 1946, when editors and faculty sponsors for each were named.

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Students also had a part in editing *The West Virginia Law Quarterly*, and *The Cruiser*, annual publication of the division of forestry. In 1948 they revived *The Agriculturist* which had suspended publication in 1932 because of depression conditions. *Who's Who Among Students in American Universities and Colleges* which made its initial appearance in 1934, was of interest to students in general and with them tended to supplant *Who's Who in America*. West Virginia University students were not listed in the first edition, but they were listed regularly thereafter.

3. ORGANIZATIONS

a. SOCIAL

With twenty national and four local fraternities and seven national and three local sororities on the campus in 1929, they virtually determined the social life. With the beginning of 1930-31, their influence was increased when Beta Theta Pi, Delta Tau Delta, and Phi Sigma Kappa each occupied modern fraternity homes of their own located on sites overlooking the University Campus and the City of Morgantown. Each of these houses was arranged in suites and contained a suite for a housemother, and two of them employed one each as an experiment. The experiment was more than successful, and it was generally predicted that the new departures would revolutionize fraternity and university life. In this hope and expectation several fraternities and one sorority purchased "lots on the hill."

Motivated by the social urge and the need for living quarters, a number of new sororities and fraternities, each of which expected to own its own home in the near future, were established in the early part of this period. In the order of their coming, the sororities were Alpha Phi (April 11, 1930), international; Gamma Phi Beta (April 18-19, 1930); Theta Upsilon (September 12, 1931); and Sigma Delta Tau, formerly Sigma Sigma, Jewish local, (February 6-7, 1934). Fraternities established in the same period were Pi Kappa Phi, formerly Delta Upsilon organized in 1925 by Coach C. W. Spears, (May 16-18, 1930), and Alpha Sigma Phi, (October 24, 1931). In 1931 there were nine church groups including three social fraternities: Kappa Mu (Catholic), Kappa Phi (Methodist national), and Phi Chi Delta (Presbyterian).

Despite the housing needs and the social urge, the admission of Pi Lambda Phi (Jewish) to membership in the inter-fraternity council and concern for the destitute in the Depression, fraternity expectations were not realized. Following 1930 only three fraternity houses were built "on the hill"; some of them failed to finance homes which they had purchased elsewhere; and others either surrendered their charters or became inactive. As a consequence, by 1936 fraternities and sororities were

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condemned both on and off the campus, and the editor of the *Morgantown Post* detected in the fraternity situation evidences of ailments in the system of higher education. The criticisms were in fact so pointed that the inter-fraternity council, in March, 1937, announced its intention to publish answers in a booklet entitled "Why College Fraternities."

Although most of the fraternities traced their failures to the Depression, there were admittedly other causes. First and perhaps most effective was a tendency of students generally, and especially those belonging to fraternities, to violate the Volstead act and to spend their subsistence in riotous living. Then, too, "hell week" terrorized initiates and horrified the public and the rivalry for members lowered the quality of the groups. Under such conditions scholarship standards all but vanished, the average for all-fraternities for 1934-35 being only .8793 in a possible 3.000, and beginning in 1930 the all-fraternity scholarship average at no time exceeded that of the all-men average, whereas in the country at large the standings were reversed. There was also general criticism of fraternity rushing practices.

Among still other objectionable phenomena were interfraternity rivalries and jealousies, as indicated by the fact that the interfraternity council was generally row-rent. As the consequences tended to nullify athletic programs, to corrupt student elections, and to make for social snobbery, the "Barbs" capitalized them to the fullest. In this they found allies in those fraternity men who had been forced to surrender their charters and in those who, because of economic reasons, had been unable to move to fraternity row. An order from the F. E. R. A. denying aid to persons who belonged to fraternities widened the breaches.

In the later 1930's the social groups made somewhat concerted efforts to improve their situation. For instance, in 1938 they abolished hell week; at the insistence of Dean Noer, the sororities in 1937 adopted an improved system of preferential bidding; and about the same time they agreed to limit the number of actives in any sorority at any one time to forty-five. The fraternities refused however to change their rushing rules perceptibly and rivalries and jealousies persisted. Athletics having meanwhile attained an independent status, fraternities tended more and more to society to the exclusion of other extracurricular activities. As a consequence the inter-fraternity council was aptly described as "a self-glorified social organization".

Except with actives, alumni members, and the socially ambitious among the women, fraternities were thus in bad repute on the eve of World War II. Moreover, the number of active chapters declined from twenty-two in 1931 to sixteen in 1938-39. Loss of ownership of fraternity houses in the war period and their use and abuse by trainees were thus matters of small concern to the public. With many persons it was just retribution.

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This attitude persisted to and beyond the end of the war, as indicated in an *Athenaeum* editorial for March 12, 1946, commenting on a twenty-point program of the University of Wisconsin for converting college fraternities into something else than social institutions. Among other things, the Wisconsin program required all fraternities to maintain a competent house mother, to submit monthly financial statements to the university auditor for fraternities, and to place rushing, pledging, and initiations under institutional control. Unless something like this were done, the editorial predicted that fraternities might be "banned from institutions of learning". This prediction was based upon the belief that "the detrimental effects of fraternities in the past few years had far exceeded their worth".

With only six fraternities participating in the annual "Pre-Christmas Frat Sing" in 1944 and having call numbers in the student directory, predictions were rife to the effect that they were all on the way out. In support of these predictions it was confidently believed that veterans generally would not have time for fraternities and that they would reform things on the campus. But all such predictions ignored the fact that the sororities had weathered the hazards of both depression and war. They ignored also the clannishness of Mountaineer veterans who, instead of banishing fraternities, joined them and aided in rehabilitating them. With the National Interfraternity Council demanding reform, the fraternities were thus in a stronger position in 1947-48 than they had been at any time in the previous fifteen years. Among other things, this was evidenced by the fact that the scholarship average of the all-fraternity men for 1946-47 exceeded that of the non-fraternity men for the first time since 1930.

Apprehensive regarding the seriousness of the situation, former faculty advisers, in keeping with a national movement, had meanwhile formed an alumni fraternity council with power to review the actions of fraternities. For that purpose they abolished the Interfraternity Council that had functioned for almost half a century and established in its place the Council of Fraternity Presidents. Whereas the abolished council had exercised legislative, executive, and judicial powers, the new one was restricted almost entirely to legislative matters. Executive powers were entrusted largely to committees and the judicial to an interfraternity court composed of five council elected members; but no fraternity was permitted to have membership on the court when a case was heard in which it was either the plaintiff or the defendant. Moreover, the new constitution did not deny, as had the former one, council membership to national religious groups, and the provisions regulating the establishment of new fraternities were liberal.

In 1947-48 there were sixteen active fraternities on the campus: Alpha Sigma Phi, Beta Theta Pi, Delta Tau Delta, Kappa Alpha,

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Kappa Sigma, Phi Delta Theta, Phi Kappa Psi, Phi Kappa Sigma, Phi Sigma Delta, Phi Sigma Kappa, Pi Kappa Alpha, Pi Lambda Phi, Sigma Chi, Sigma Nu, Sigma Phi Epsilon, and Tau Kappa Epsilon. At the same time there were eight sororities: Alpha Delta Pi, Alpha Phi, Alpha Xi Delta, Chi Omega, Delta Gamma, Kappa Kappa Gamma, Pi Beta Phi, and Sigma Delta Tau. This was however three less than in 1934-35. Phi Mu, Theta Upsilon, and Gamma Phi Beta had meanwhile either surrendered or lost their charters.

b. HONORARY AND PROFESSIONAL

Though *The Athenaeum* continued to regard honorary organizations as supernumerary and even injurious to the racket stage, a number of new ones were established in the early part of this period. Among them were Order of the Coffin (1930), women's mock law; Delta Sigma Rho (1930), forensic; Kappa Beta Phi (December 2, 1929), booster; Kappa Tau Alpha (April, 1930), journalism; Kappa Beta Pi (1931), women's legal; Alpha Epsilon Delta (May 30, 1931), pre-medical; Phi Delta Phi (March 31, 1931), international legal; Delta Phi Alpha (March 31, 1931), German; Alpha Epsilon Delta (May 3, 1931), pre-legal; La Tertulia (1932), Spanish; Phi Chi (December 17, 1933), international medical; and Il Circolo Italiano (first established in 1927), revived in 1935. The Depression put a number of the honoraries on the inactive list, which caused *The Athenaeum* to say: "It has taken a major disaster, a financial catastrophe, to show up in high relief the worthlessness of some of these organizations that abound on our campus."²³

Following 1934 few honoraries were established, Sigma Xi (March 30, 1939) being the outstanding exception. This organization was to science what Phi Beta Kappa was to the Arts and Sciences college—the highest scholastic honor. Since 1927 the leading scientists on the campus had planned for the installation of a chapter of Sigma Xi, and Sigma Xi club had functioned for that purpose. The installing officers were Professor G. A. Baitzell of Yale and Dean Edward Ellery of Union College; Professor Samuel Morris, president of Sigma Xi club presided; and Professor A. M. Reese, zoology, was the first president.

Taking cues from the social fraternities, two honoraries, Mortar Board and Rhododendron, were quartered in rented houses and operated on a cooperative basis. For some years Sphinx sponsored Freshman Week and Link Day; Mountain, Mountaineer Week, the cheer leaders, and the Mountaineer; Fi Batar Cappar, "pep" meetings and freshman boys' rules; Torch and Serpent entertained for visiting athletic teams; and until well into this period the University Press Club sponsored the Varsity Vaudeville, "the event in which the campus as a whole went on

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parade." In 1938 Fi Batar Cappar used "tag day" as a means of providing funds for minor sports: tennis, track, and baseball.

During a large part of World War II Matrix, Mortar Board, Rhododendron and Li-toon-awa took over functions and sponsorships of inactive organizations. For instance, they sponsored Greater West Virginia Weekend, Link Day, the Mountaineer, and the cheerleaders, and thus preserved them, and other organizations carried on in various ways. In October, 1942, Mortar Board sold \$621 worth of war stamps; the Dolphin Club, women's honorary swimming, and Orchesis (1928), national dancing honorary, functioned throughout the war period; the church groups, including the Y. M. C. A. and the Y. W. C. A., were active; and the Associated Women Students was effective in preserving institutional traditions. Among other things, they aided in freshmen weekend, sponsored Mountaineer night and the "Gold Diggers" Ball. In the first All-Women's Day, May 12, 1944, they, in the absence of Sphinx, directed the ceremonies by which new members were chosen.

As depression conditions began to lift, Le Cercle Francais, French, was established in 1938, but few other honoraries, either local or national, were established in the pre-war period. Reflecting the war effort a chapter of Pi Tau Sigma, mechanical engineering, was installed on March 31, 1942, and Eta Kappa Nu, electrical engineering honorary, was installed in 1946. In 1946 women veterans organized Xi Gamma Iota, signifying "ex-G.I." About the same time Mountain, Sphinx, and other honoraries, were reactivated; on May 29, 1947, Matrix, journalism local, became a chapter of Theta Sigma Phi, national honorary; and in 1948 Rhododendron became Chimes, National Junior Women's Honorary.

c. MISCELLANEOUS

Among groups functioning more or less cooperatively, the West Virginia Conference of College Students, first organized in 1923, was a clearing house for student affairs for the entire state. J. B. McCartney (1939) was the first University student to head this association. Beginning in 1920, high schools sent representatives to the University to participate in annual literary contests. That for 1930 was attended by 44 students representing 32 schools.

Beginning in 1922 high schools participated annually in a journalism contest, with Seth High School winning the honors in 1930 over 68 competitors. Sixty schools participated in the twenty-fifth annual contest in 1947 when first honor awards went to six high school publications. This contest was initiated by the University department of journalism and sponsored later by the School of Journalism.

With greetings from Dean Fromme and President Turner, 200 Junior Farmers attended the Tenth annual conference at the University

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in November, 1929, and a number of them participated in judging fruits, livestock, dairy cattle, poultry, seeds, etc. By 1939 the number attending this conference reached 761. With Farm and Home visitors coming annually in the week set apart for them in February, the attendance increased from 304 in 1930 to 979 in 1939, of which number 421 were women.

The Annual Newspaper Conference, begun in 1921 and participated in by a number of students, met at or about the time of the annual Homecoming and commanded a registered attendance of about 300. The first meetings were sponsored by the University department of journalism and the later ones by it and the West Virginia Newspaper Council.

Among other organized efforts was the Coal Mining Institute, organized in 1907, which met annually and commanded increasing interest; the West Virginia Junior Academy of Science, disbanded in the war period and reorganized on May 2-3, 1947, with Dr. Frank Jewell, president of the National Academy of Science, as the principal speaker; and the Annual Brotherhood day program participated in by Jews, Catholics, and Protestants. This organization held its first meeting in February, 1937.

4. ATHLETICS

a. FOOTBALL

The football history of this period was largely a product of the techniques and the personalities of the head coaches. They, together with their respective periods of service, were: Ira Errett "Rat" Rodgers (1925-30); Alfred Earle "Greasy" Neale (1931-33); Charles C. "Trusty" Tallman (1934-36); Marshall "Little Sleepy" Glenn (1937-39); William Franklin "Bill" Kern (1940-42); Ira Errett "Rat" Rodgers (1943-45); William Franklin "Bill" Kern (1946-47); and Dudley S. DeGroot (1948-49). During his second period of service Rodgers was acting coach for the duration or during the absence of Coach Kern on leave for service in the Navy as a lieutenant (s.g.).

Although the position of head coach came to Rodgers unexpectedly in 1925, by use of the Spears system the team won all the scheduled games, except that with the University of Pittsburgh, which was lost by a score of 15 to 7. The defeat of the Penn State team by a score of 14 to 0 on November 14, featured the Stadium dedication exercises. Twelve days later the "Mountaineers" defeated the "W. & J. Presidents" before a record breaking attendance. The season was thus generally regarded as second only to that of 1922.

Largely because of difficult schedules, made primarily with a view to "gates" and to guarantees, and because of too much "raw material," both 1926 and 1927 were off years, but there was a comeback in 1928

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when the University Team, despite an initial setback (7-0) at the hands of Davis and Elkins, defeated all of its opponents, including the University of Pittsburgh (9 to 6), except the Georgetown University team. Regardless of the two defeats, the victory over "Pitt" caused the season to be regarded as one of the most successful in West Virginia football annals. Coach Rodgers was accordingly acclaimed as having made good in his own right. The team included such brilliant players as Walter Brewster, Edward Bartrug, Edward Stumpp, Rudolph Hagberg, Edward Vacheresse, Nelson Lang, Marshall Glenn, Lewis Meisel, and Clarence Lewis.²⁴

With Marshall Glenn captaining the 1929 team and Walter Gordon that of 1930, they each made creditable showings. That for 1930 was, however, disappointing to alumni bent on maintaining gate receipts at high figures and determining the relative prowess of Coach Rodgers and Coach John B. "Jock" Sutherland in the first game scheduled at Morgantown between a University and a Pitt team in thirteen years. Moreover, it was an interstate occasion attended by high officials of West Virginia, by the University board of governors, and by distinguished out-of-state guests, including Chancellor Bowman of the University of Pittsburgh and its famous one-hundred piece band.

The University team, composed largely of sophomores, was defeated on that gay occasion by a score of 16 to 0, and a self-constituted secret committee began at once to look for a new coach. Although the choice was made at once, it was kept secret until after the last game of the season, that with Oregon State College which was played in Chicago and lost by a score of 12 to 0. The Varsity had meanwhile been defeated by a Washington and Jefferson team. Coach Rodgers resigned at once. His successor was Alfred Earle "Greasy" Neale, former football coach at West Virginia Wesleyan, Washington and Jefferson College, and the University of Virginia, and in the preceding season, a coach of the St. Louis Cardinals Baseball Club.

As the election of Neale was regarded by alumni as premature and indicative of disloyalty on the part of other alumni and even the director of athletics, the retirement of Coach Rodgers produced a storm of protests involving Neale's professional ethics. In the annual Football Banquet held on December 8, 1930, both Director Stansbury and Alumni Secretary Yoke disavowed responsibility for the change, and Director Stansbury condemned the "unreasonable public" and the "disloyal alumni"; but they failed to convince alumni and the public that the change was wholly ethical and desirable in the best interest of the University. The Clarksburg Alumni Association accordingly approved a resolution censuring Director Stansbury personally, and the Charleston Alumni Association failed to approve a similar resolution by one vote. Describing the "hurricane" as only a tempest in a teapot, the *Wheeling Intelligencer*

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concluded that it demonstrated conclusively that football was the principal activity of the University.

An alumnus of West Virginia Wesleyan College, who, as its director of physical education for men in 1917, had given the Mountaineers much trouble, and a member of a prominent Parkersburg family, Coach Neale had many friends in West Virginia who for years had marveled at his football strategy and finesse. Thus much was expected of him. As the coach of the Washington and Jefferson team, in 1921 he took an undefeated team to the Rose Bowl, where he held the famed Golden Bears of the University of California to a scoreless tie. After six years of successful coaching at the University of Virginia, he had resigned to join the St. Louis Cardinals. Thus he had an enviable record, but at West Virginia he encountered difficult schedules and a dearth of "raw material" which tended to turn his laurels to willows. With twelve victories, sixteen defeats, and three ties to his record, Coach Neale resigned at the end of his third season. The Neale coached teams at West Virginia University were captained in turn by John Doyle, a brilliant open field runner; Fred Sweitzer, and Arthur Swisher. Other outstanding players included George "Eck" Allen, Charles R. "Tod" Goodwin, William Karr, Angelo Onder, Wilbur Sortet, Herbert Stewart, and Joseph Stydahar.

Plans for Neale's successor were complicated somewhat by an act of the legislature fixing a maximum of \$4,000 as the salary for the head football coach at the University. For this and perhaps other reasons, particularly the alleged disloyalty of University alumni, offers were declined by coaches who had won their laurels. The Alumni Association having formally declared its intention to keep hands off and having condemned the "recurrent criticism" of football coaches, the newspaper press turned to Charles C. "Trusty" Tallman, a popular varsity player versed in the Spears-Rodgers techniques, who had for five years been the successful coach of the University freshman team, and who, as a member of the lower house of the state legislature, was supposed to be in its good graces. This supposition was confirmed at once by a resolution of the house commending the choice of the board of governors and by an act of the legislature giving the board full power to fix "the salaries of the president of the university, athletic director, head football coach and all assistant football coaches at said university."

While adhering generally to the Spears-Rodgers system, Coach Tallman supplemented it by forward passing made possible by the skill of Kelley E. Moan and Herbert "Babe" Barna in that field. His record of fifteen wins, twelve losses and two ties in three years, while not brilliant, was creditable. But schedules continued to be difficult, and depression conditions lingered. The future was therefore doubtful and he resigned in early summer, 1937, to accept an appointment as super-

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intendent of the department of public safety of West Virginia. The most outstanding feature of his work as a coach was perhaps the development of individual players. Among them were Joseph Stydahar, an effective tackle, later an outstanding professional "star"; Glen Carder, a spectacular runner; and George "Eck" Allen, who together with Stydahar, received national mention and a place on more than one All-American press team. In the order of their succession the captains of the Tallman coached teams were John Vargo and Herbert Stewart (1934), Joseph Stydahar (1935), and Herbert Barna (1936).

Coach Tallman was succeeded by Marshall "Little Sleepy" Glenn, one of the most popular and effective of West Virginia trained athletes. A native of Elkins, he came to the University in 1926 as a freshman. In the course of his four years there he was a leader in keeping the University on both the football and the basketball maps of the entire country. Following his graduation, he was for two years coach of both basketball and football at the Martinsburg High School which he placed upon an unprecedentedly effective basis. He was thus a logical person to succeed the veteran coach F. H. Stadsvold, who resigned the University basketball mentorship at the end of the 1932-33 session. In both 1933-34 and 1934-35 Glenn's basketball teams were near the top of the Eastern Conference race for the championship and lost that for 1934-35 by failure to win a tie playoff. As coach of the Mountaineer Freshman football teams, following the promotion of Tallman to be the varsity football coach, Glenn developed undefeated teams in both 1934 and 1936.

Glenn's appointment as head football coach came unexpectedly and late in 1937, but the team of that year was second only to that of 1922. The lone defeat (20 to 0) at the hands of the University of Pittsburgh was a result of manpower rather than of coaching and playing skill. In recognition of the season's record the Mountaineers were tendered a bid to the Sun Bowl contest at El Paso, Texas, played on New Year's Day, 1938. With Harry "Flash" Clark, Kelley "Killer" Moan, Paul "Moose" Hodges, Richard Dolly, Captain David Volkin, and Alex. Atty, "the Rock of Gibraltar", playing superior football, the Mountaineers won by a score of 7 to 6. Thereafter the 1937 aggregation was known as "The Sun Bowl Team" and became a standard of comparison for subsequent teams.

With most of the stars of 1937 in the ex-player class, the 1938 team, captained jointly by Alex. Atty and Samuel Audia, was "mediocre", while that of 1939 was "mysterious". The 9 to 0 defeat at the hands of Washington and Lee, the first in twenty-four years, caused "fans" to question the effectiveness of the "floating back" or "man in motion" type of offense which Glenn had learned from George Halas of the professional Chicago "Bears" while a medical student at the University of Chicago. The later defeat (13 to 6) by the University of Kentucky

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team "set the wolves in motion", and Glenn resigned to give his whole time to his first love, the practice of medicine. He had resigned as head basketball coach at the end of the 1937-38 season. Dr. Glenn was, however, generally regarded as one of the University's all-time athletes and coaches.

Even before Coach Glenn resigned, it was generally understood that William Franklin "Bill" Kern would like to have the job of coaching the Mountaineers, in case the opportunity ever came to him. The difference between his \$4,800 salary at Carnegie Tech and the \$5,800 then paid Coach Glenn was doubtless a reason. Kern was known however to entertain a high regard for the Mountaineers, and his brilliant record as a coach was equally appealing to them.

In his final year as a student at Pitt (1927) Kern was chosen as a tackle on most of the mythical All-Eastern teams; he had experience as a coach in his own right and as a professional football player; from 1935 to 1936 inclusive, he was "Jock" Sutherland's first assistant at Pitt and had a part in training the "Panther" team of 1936 that defeated a University of Washington team in the famous Rose Bowl encounter on New Year's Day, 1937. From 1937 to 1939, inclusive, he had coached the Carnegie Tech team which, following an impressive but losing season in 1937, won all of its games in 1938, except that with Notre Dame, and the Eastern football championship. As a consequence the Carnegie Tech team was invited to meet the Texas Christian team "and Davey O'Brien" in the Sugar Bowl contest at New Orleans for that season, and Kern was voted "coach of the year."

Because of Kern's record and a prevailing conviction among University alumni that it took a winning football team to keep their school on the educational map, he was employed at a salary of \$7,000. To assure a satisfactory performance he was engaged on a twelve month's basis. Thus for the first time football was an all year program at the University. For a time the interest in him and his program tended to eclipse that in the President and his program, even the mineral industry phase of it, but the *Weirton Daily Times*, with evident implications, predicted that the President's "expectancy of tenure far exceeds that of the mentor." Among other things he needed to meet and defeat Jock Sutherland's team, but to the surprise and the disgust of dotting fans, the University was not given a place on the Pitt schedule during any year of Kern's pre-World War II tenure.

During the entire period Coach Kern depended largely on the "single wing system" which he had learned at Pitt from Sutherland. In his first season (1940) his team won four contests, lost four, and tied one. In 1941 the team showed definite improvement after a setback (40 to 0) at the hands of the Navy, but it lost to Fordham (27 to 0), to the University of Kentucky (18 to 6), to Penn State (7 to 0), to

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the Army (7 to 6), and to Michigan State (14 to 12), winning from Kansas State (21 to 0) and Washington and Lee (7 to 6) in what was generally regarded as a disappointing season with a total of four wins to six losses.

With five victories and four losses the Mountaineers made their best record under Kern's coaching in 1942. "Featuring the fast Richard "Dick" McElwee and the driving Ike Martin, "plus a heavy and experienced line" including Eugene "Gene" Corum, Leo Benjamin, Chester Spelock, and Edmund Kulakowski, they upset the Washington and Lee team 21 to 7. Recouping from a setback at the hands of the powerful Boston College team (33 to 0), they held Fordham to a 23 to 14 score, and, having vanquished the Waynesburg College team by a score of 27 to 0, they came to the high spot of the season, the contest with Penn State, which was won by a score of 24 to 0, before a homecoming attendance of 15,000. Although games were later lost to both Michigan State and Miami University by close scores, the defeat of the University of Kentucky team by a 7 to 0 score immediately following the Penn State victory turned the balance in Kern's favor.

Regardless of the high hopes entertained because of the 1942 season, fans generally approved the appointment of Ira Errett "Rat" Rodgers to be head coach "for the duration". Since 1930 he had been assistant coach employed primarily as a scout; he was still generally regarded as the University's most capable, all-time, all-round athlete; he was admired and respected as a gentleman; and thousands of persons regarded him as second to none in coaching ability.

Despite the exigencies of war and the toll of the intervening years, Rodgers did not disappoint his friends and admirers. Following initial reversals at the hands of the Virginia Cavaliers (6 to 0), and Pitt (20 to 0), the Maryland Terrapins, coached by Dr. C. W. Spears, were defeated 6 to 2 and the Carnegie Tech team went down 32 to 0 before the twenty-third annual Homecoming crowd. By a score of 32 to 7 the Penn State team avenged its 24 to 0 loss of the previous year, but the remaining contests, those with Lehigh and Bethany colleges, were won by the University for a total of five wins to four losses for the season.

With five victories including one over Penn State (28 to 27) and three defeats and one tie, the 1944 season was generally regarded as the best since 1928. The high spot was the contest with Penn State featured by the spectacular playing of "Jimmy" Walthall, and the low spot, the defeat at the hands of the University of Kentucky by a score of 40 to 9. With a team composed largely of freshmen and 4-F's, the 1945 season, with two victories in eight contests, was one of the worst in University football history. Defeats were sustained at the hand of the University of Kentucky (19 to 6), Pitt (20 to 0), and Syracuse University (12 to 0).

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With the return of "Bill" Kern to the campus in 1946, football was resumed on a large scale. Although the team was described by Coach Kern as "a year away", it included a number of veterans of 1942, among them being Edmund "Big Ed" Kulakowski, Eugene "Gene" Corum, Charles Schrader, Chester Spelock, and Leo Benjamin. Despite an unusually difficult schedule, it ended the season with five victories to five defeats, among the latter being one at the hands of Pitt which, both Kern and Sutherland having been removed from the picture in the war period, had meanwhile renewed athletic relations with West Virginia University.

Under the guidance of the new athletic council, Coach Kern entered the 1947 season midst high expectations on the part of the team and the fans. The latter were cheered especially by the return of most of the outstanding players of 1946 and by the demonstrated weakness of Pitt, the chief objective of all. Including defeats by narrow margins at the hands of the Virginia Cavaliers, Penn State, and the University of Kentucky, a record of five victories to four defeats indicated success in the "chief objective", but Coach Kern resigned on the eve of that long and eagerly awaited contest. Subsequently, he directed the team to a 17-2 victory in it, and joyous fans could not understand the "circumstances" which seemed to make his resignation to the best interest of the University and of himself. Only the initiated seemed to know that his tenure was tentative. "Under the circumstances" he perhaps preferred to go as a "successful" rather than as a "failure" coach.

On January 30, 1948, Dr. Dudley S. DeGroot was elected head football coach, effective July 1, following, and associate professor of physical education, effective at once, with a combined salary for the two positions of \$12,000, of which \$2,000 was to be paid annually during a period of four years by football enthusiasts, mostly University alumni. Although he had coached professional football during the four years immediately preceding his appointment to the University, Coach DeGroot had spent eighteen years as a college and university mentor. The team coached by him in 1948 won eight of the eleven scheduled games, and at the end of the season it accepted an invitation to participate in the Sun Bowl game at El Paso, Texas, on New Year's Day, 1949, which was won by the Mountaineers by a score of 21 to 12.

University football had meanwhile witnessed significant developments. Among other things were University and all-state mythical elevens, first selected about 1914 but not including the University after about 1927. The first University night game was with Washington and Jefferson College at Atlantic City on Thanksgiving Day, 1934. In the course of the Depression and World War II other state colleges and the private and denominational colleges within the state all but ceased to try to get places on the University football schedule. Following

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a somewhat prolonged period during which Director Stansbury and Director Hawley in turn tried in vain to make the total receipts from advertisers and broadcasters equal the estimated "loss of gate," beginning in 1941 University football contests were broadcast regularly, thus making it possible for anyone within radio distance to follow them play by play.

The first homecoming celebration was on Thanksgiving Day in 1921. It was featured by a noon banquet, a five o'clock dinner, and an intervening football game with the Washington and Jefferson team which the Mountaineers lost by a score of 13 to 0. In celebration of a 13 to 0 victory over the University of Virginia the following year, a thuse, a bonfire, an alumni dance, and a pajama parade were added, and, with twenty floats participating, the demonstration was continued into the next day. During the next eight years, the day was featured by the annual "Turkey Day" clash between the University and the Washington and Jefferson teams with the "Presidents" winning three and tying one (1927) of the contests.

Beginning in 1930, the homecoming date was moved forward and the practice of playing the Washington and Jefferson team at that time was abandoned, but distinctive features were added. For instance, the entire cadet corps marched in a downtown parade; Governor W. G. Conley was given a 19-gun salute; and downtown stores were decorated for the first time. The presence of one thousand high school football players as guests of the University highlighted the 1933 homecoming. By 1936 it was featured by sorority and fraternity open houses, by buffet dinners and suppers, by fraternity and sorority dances and house decorations, by student parades, thuses, and rallies, and Sphinx offered prizes for the best decorated sorority and fraternity houses.

Taking its cue from a publicized feature of the Louisiana State Homecoming, *Moonshine*, beginning in 1939, sponsored the choice of a Homecoming Queen, who was crowned between halves of the Homecoming games, and presented at the Mountain-sponsored ball which followed. Mary Lou Bullard of Wheeling was the Queen in 1939. No elections were made in 1940 and 1943. That for 1941 was not announced and the honor went to Betty Hogan in 1942. Since and including 1944 choices were made regularly. They were Mary Geraldine Fisher (1944), Lanora Jones (1945), Helen Price (1946), Margaret Ann Lowther (1947), and Mary Catherine Rice (1948).

b. BASKETBALL

With a record of 112 victories and 84 defeats Coach F. H. Stadsvold had done more in 1929 than any other one person for basketball at the University. With the completion of the Field House that year, he hoped to do even more, and his record of thirteen victories to seven defeats for

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the 1928-29 season seemed to justify his hopes. But, beginning with the next season, his "slow breaking style" was no match for other systems, and basketball at the University went into a slump, as indicated by a record of 37 victories to 48 defeats in the four ensuing years.

In withdrawing from the picture in 1933 Coach Stadsvold doubtless had a feeling of pride because of his part in developing captains William Morrison (1920), Homer Martin (1921), Clem Kiger (1922), Douglas "Dug" Bowers (1923), Pierre Hill (1924), Roy M. Hawley (1925), "Nate" Rohrbough (1926), Weese Ashworth (1927), Trueheart Taylor (1928), James Black (1929), Marshall Glenn (1930), Lawrence Plaster (1931), John Doyle (1932), and Wilbur Sortet (1933). Bowers was still the "greatest of Varsity guards"; with a record of 678 points, Glenn led the individual scores of the entire country and in 1929 had been awarded a place on the second All-American team; and a score or more other players had enviable records.

More than any other one person Stadsvold was responsible also for the First Annual University Basketball clinic. With five hundred coaches, officials, and players in attendance this affair was held on December 15-16, 1933. Although it was conducted under the auspices of the Northern West Virginia Basketball Officials association and directed by Dr. Carl P. Shott, head of the physical education division, the background was laid by Coach Stadsvold.

Stadsvold was succeeded by Marshall "Little Sleepy" Glenn who during the two preceding seasons had coached the University freshman basketball team and turned in a record of 27 victories and eight defeats. In his first three years as head basketball coach "Sleepy" kept his team near the top of the Eastern Conference race. In fact, it missed the championship in 1935 by failing in a playoff tie. In the absence of an effective center and with his best efforts being given to the study of medicine the record for 1937 showed nine victories to 14 defeats.

Soon after the close of the 1937 season Coach Glenn was made head football coach for the University, and his effectiveness as a basketball coach declined perceptibly. Of his fifth and last year (1938) as the head basketball coach, the *Pittsburgh Sun Telegraph* said, "Harry Lothes was the only bright spot in an otherwise dull season at West Virginia." The record was six victories to thirteen defeats, but a number of outstanding players had been developed meanwhile. Among them were Jack Gocke, forward, who with 774 points established the three year record; Joseph Stydahar who with 605 points was third; J. Lee "Squirt" Phares, guard; Herbert "Babe" Barna, center; Harry Lothes, guard, who the next year made the official All-Conference team and finished third in the Conference scoring; Andy Mestrovic, guard; and Albie Colebank, forward.

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Following the resignation of Coach Glenn basketball coaching was taken over by R. A. "Dyke" Rease at the beginning of the 1938-39 season. Rease had coached successfully at the Davis (W. Va.) High School, but otherwise little was known of him. When the quint trained by him in his first year defeated both the Pitt and the Temple quints on their own floors, his accomplishments began to attract editorial comment. By a score of 49 to 43 in a second game Pitt retrieved somewhat her prestige, but, with ten victories to nine defeats to his record in an admittedly difficult schedule, the Varsity basketball team was again "on the up." At the end of his fourth season (1941-42) when Coach Rease became a lieutenant (j.g.) in the Navy, his record was 55 victories to 29 defeats, but he had meanwhile coached his "famed Cinderella team" to the heights of basketball fame. This was attained in Madison Square Garden on March 25, 1942, when the Mountaineers won the National Invitation Tournament.

A number of the players had meanwhile distinguished themselves individually. Among them were James Ruch with 288 points scored in the 1940-41 season; Roger Hicks with 44 goals out of 50 foul trials; Rudy Baric who won the national tournament trophy in 1942 for individual playing; and Scotty Hamilton and Richard "Dick" Kesling, each of whom were named to the all-tournament team; and Lou Kalmar. Rease coached the all-East team of that year in a charity contest.

In the war period basketball coaches came and went as determined by the war demands. For 1942-43, it was Rudy Baric who, despite the fact that he began the season with an almost entirely new outfit, developed a team which may have missed by a single point (48-47) an invitation to participate in the National Invitation Tournament. Coach Baric having answered the call to arms under the rank of 2nd lieutenant, the basketball coaching job was taken over by Harry Lothes who had saved the 1937-38 team from mediocrity.

With a team composed largely of freshmen and no place to train them, the Field House having been all but taken over for the Army physical training program, the 1943-44 season's record was eight victories to eleven defeats, which under the circumstances was considered good. Coach Lothes having accepted permanent employment at the end of a single season, John Lewis Brickles, coach of the Huntington (W. Va.) Central High School team, which he had in six years piloted to the state tournament four times, to the finals twice, and in 1944 to the championship, was elected assistant football coach and head basketball coach.

With a team composed almost entirely of freshmen and depleted from time to time by demands of the armed forces, Coach Brickles ended his single season (1944-45) with a record of 12 victories to 5 defeats, with a bid to the team to participate in the National Invitation Tour-

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nament, and with an attractive offer to himself to become assistant coach to the Cleveland Post-War All-America Conference Football Team, which he accepted. Moreover, the West Virginia sports writers voted James "Jimmy" Walthall, the outstanding amateur athlete of the state, and he and his associate stars, Robert Carroll, Leland Byrd, David Wilson, and "Jack" Dial were nationally proclaimed "a credit to the institution they represent".

With Byrd, Wilson, and Carroll in the lineup and a number of hopefuls in reserve, the war having ended meanwhile, Lee Patton, successor to Brickles, began his work in 1945-46 under auspicious conditions. Moreover, he had accomplishments in his own right. A graduate of Arizona State College with a degree in physical education from Springfield College, Massachusetts, during the previous year he had been head coach at Iona Prep School, New Rochelle, New York, where he trained an unbeaten football team, and a basketball club that reached the semi-finals of the New York Metropolitan Tournament. Prior thereto he was for fourteen years football and basketball coach at Princeton (W. Va.) High School, where he developed six teams that reached the state tournaments and one runner-up in the state high school championship tournament.

The first of the Patton coached teams gratified its supporters and confounded its opponents. The regular season ended in 22 victories and two defeats, one to Temple and the other to the Navy, and with a third invitation to the Mountaineers to the National Invitation Tournament, where it finished third and was fifth in the nation for "the best record in Mountaineer history." The team played that year before 50,000 spectators at home and more than 100,000 on the road.

With 18 victories to one defeat in the 1946-47 season the Patton team made certain its fourth bid to the National Invitation Tournament in six years. It lost again however, but by a narrow margin, 64 to 62, in a bitterly fought contest with the University of Utah team. The varsity team of this season was built around three freshmen, William Zirkel, Fred Schaus, and Edward Beach who made enviable records, as did also Leland Byrd, Edward Sterling, Clyde Green, Thomas Leverte, and Robert Carrol. In points scored Schaus led the team with 371, and "Lefty" Leland Byrd won a place on the All-American team of that year. With much the same line-up the 1947-48 season ended in 17 victories to three defeats. Because the Mountaineer team got off to a late start, it missed an invitation to the National Invitation Tournament, in 1948, but it was one of the best in the history of the University.

C. OTHER SPORTS

Following the discontinuance of baseball for three years, in the spring of 1946 the "U. diamond" again rang with "play ball!" The

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command came from Coach Rodgers who had previously functioned in that capacity twenty-three years or from 1920 to 1942, inclusive. As in the past the 1946 schedule was restricted largely to the tri-state area, and it included both Pitt and Penn State, each of which won—the former by a score of 3 to 1 and the latter by a score of 5 to 4. Otherwise the “Rodgers men” won all the games played, and baseball was thus restored to the University athletic program.

Despite the fact that baseball was discontinued elsewhere, its retention was in doubt only one year in this entire period, the suspension, beginning in 1943, being for the duration only. The doubtful year was 1936 when total athletic receipts fell far below expectations. Moreover, the general “athletic situation” was unsatisfactory then, and President Boucher was determined to place intercollegiate athletics on a sound financial basis, even if such a policy necessitated the discontinuance of baseball and other sports. Insisting that the \$6 athletic fee then paid each semester by each student entitled them to something, the students opposed the suggested discontinuance of baseball. By winning seven of the twelve scheduled games and by developing “Jack” Gocke into a formidable pitcher, the coach rehabilitated the sport, and little was said thereafter about abolishing it.

When Coach Rodgers developed physical ailments which incapacitated him for carrying on in 1947, Charles Hockenberry of the International League was employed as acting coach. In the course of the year Stephen Harrick, assistant professor of physical education, was named as head coach of baseball, and other plans were made to continue the sport. In 1948 the Harrick coached team won thirteen games in eighteen contests.

After losing four scheduled contests out of six in 1929-30 Edward “Eddie” Vacheresse coached boxing teams won a majority of their annual schedules to 1932-33, when the team was undefeated and won its first conference championship. In the same year Peter “Pete” Puglia won the conference title, individual champion, in the 125 pound class, but Leonard Hawkins was the most spectacular boxer developed by Coach Vacheresse in the years (1930-32). A 175 pounder, he fought many boys far above his weight and lost only one bout—that to a Navy man who outweighed him. Together with Puglia, he was an alternate on the 1932 Olympic boxing team.

Vacheresse coached teams continued to win a majority of their contests to and including 1936, another perfect year, when they for the fourth time won the Eastern championship tournament, together with four individual championships: Denver “Red” Welch in the 125-pound class; Samuel Littlepage in the 155-pound class; Kelley “Killer” Moan in the 175-pound class; and Ashby Dickerson in the heavyweight class. In this same year “Micky” Brutto, a Morgantown boy, won the na-

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tional championship in the 115-pound class. Undefeated, Puglia ended his fighting career in 1935 with three conference titles.

For various reasons, mostly scholastic, a number of the best boxers did not try out in 1937. Thus the field was left almost entirely to Dickerson who won the Eastern Tournament Championship for that year, but the Mountaineers came back in 1938 to win two of the Eastern Conference championships and two of the national. The winners were Dickerson and Littlepage who thus became the amateur scholastic champions of the United States for their respective weights.

Because of graduations and withdrawals, the University boxers did not win even one weight-division championship in 1939, and Dr. Vacheresse resigned to devote his entire time to the practice of medicine. He was succeeded by William "Bill" Neely whose 1940 team lost three, tied one, and won two intercollegiate contests. Crispin Hernandez won the Eastern Conference Championship in the 135-pound class. Although Sam Puglia, brother of "Pete", and Gene Tudor fought well, the record for the following year was two victories to five defeats. With Russell "Russ" Stoner tutoring the mittmen in 1942 the record was even worse than that for the previous year. The following year most of the scheduled bouts were cancelled because of war demands, and boxing was dropped from the intercollegiate program for the duration. At the close of 1947-48 it had not been resumed.

With a record of 28 victories to 26 defeats and one tie in eight years, Stephen Harrick resigned as wrestling coach at the end of the 1932 season, in which he won five contests out of eight and outpointed his rivals 152 to 116. He was succeeded by Dennis Edward "Denny" Myers, an alumnus of the University of Iowa, who was also assistant football coach. With a record of six victories to two defeats for 1933 and of six to two for 1934, Coach Myers resigned before the season was ended to accept an offer as line coach of the Yale football squad. He was succeeded by Albert "Whitey" Gwynne who completed the 1934 season successfully, but, in the absence of an expense account, his team did not participate, as intended, in any of the championship tournaments. Eclipsed by basketball and boxing, the matmen did not produce as large a gate as the others, and they were not given an allowance for the usual insertions in the *Monticola*. Gwynne was however made coach in his own right.

Undaunted by his treatment on the score of economy, Coach Gwynne moved to his assignment with a zest which was surpassed only by his skill as a wrestler. With Richard Chittum as captain, the 1935 team won five of its eight bouts which paved the way the following year for the "first undefeated mat aggregation" in the sports history of the University. Best of all from the Mountaineer standpoint, both the

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Washington and Jefferson and the Pitt teams were not even permitted to score.

From this point the record was fragmentary. With a 4 to 4 record for 1937 and the athletic board financing the representatives, two Gwynne trained men, Robert Kyle and Wm. A. Moreland, won first places in the Tri-State wrestling tournament and the championship. Although Captain Paul Hodges ended his wrestling career in 1938 as winner of seventeen matches in twenty-three, the team's record was not improved and it lost the interstate championship won in 1937. The team won only one of five intercollegiate contests in 1939. With no particular good individual showing, the record for 1940 was two victories to four defeats. Although Captain Robert "Bob" McArdle won all his matches but one in 1941 the record for the team was only one victory in six tries. With only one victory in 1942, Coach Gwynne was planning a better record for 1943, but his plans were cut short by an order to serve his country in the Navy. Following his return wrestling again made its appearance on the campus but the records for 1946-47 and 1947-48 were unimpressive, except for the defeats sustained by the University team.

During this entire period the inimitable Arthur "Art" Smith, "the transplanted Maine sage", was track coach. With the completion of the Field House in 1929 indoor track was introduced on a large scale, and features followed in rapid succession: On February 23, 1929, a dual meet with Ohio State, which was won by its team; on March 2 a dual meet with Pitt which the Mountaineers won 56 to 40; and finally the track team had a part in the First Annual Indoor Games contest. Meanwhile the Varsity team had won two of three dual meets, the "Big Four" meet with Pitt, Carnegie Tech, and Washington and Jefferson as opponents, and the medley distance relay in the Ohio Relays Carnival. It did not participate in relays in 1930 but otherwise it repeated its record of the previous year. "Cross-country" was introduced that year, but the Varsity team was defeated by the U. S. Naval Academy. At that time it won all the dual contests, the Big Four meet, and so decisively in the First Annual West Virginia Intercollegiate games contest, as to cause the discontinuance of the event. For the same reason the Big Four meet was discontinued and dual meets were scheduled instead with the Navy at Annapolis and the Army at Morgantown. At the same time a number of individual participants established new records.

Interest in track reached the high point in 1933. Although the Navy team had defeated the Varsity team decisively in 1932, the closeness of the defeat sustained at the hands of the Army, 62½ to 63½, had the morale effects of a victory. In 1933 the Varsity won each of its four dual meets, but the outstanding feature of the season was

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the West Virginia Fifth Annual Indoors Games Tournament held February 11. Although the Varsity won second place in this event, more than any other perhaps, it put its track accomplishments in the spotlight. With 319 entries the 220 participants included many of the outstanding track artists in America, and some national records were equaled while others were broken. With first place in the 35 pound weight throw William Miller was the outstanding University participant.

Reflecting the interest aroused in track by the University programs, the Charleston (W. Va.) High School tracksters coached by Albert "Big Sleepy" Glenn made a splendid showing in the high school division of this tournament and won first place in the Sixteenth Annual State Track and Field Meet held at the University on May 13, 1933, which was participated in by all the principal high schools of the state.

Because of depression conditions, of the growing interest in basketball and boxing, and of the increasing favor of intramural sports, interest in track declined perceptibly after 1933, and the teams were mere skeletons of what they had been. Although the Smith coached teams continued to break even in dual contests, events such as featured the years prior to 1934 were few and far between. In 1936 track was handicapped by governor-directed economy and University President-directed reform which resulted in the track budget being limited to \$700 for 1936. For a time suspension of the sport was seriously considered.

Although the coach was perceptibly affected by the course of events, he went on making new records and breaking even or nearly so in dual meets. Much of his time was given meanwhile to training other athletes, particularly football players. In this way he was able to carry on until 1942 when track was suspended for the duration. Beginning late in the second semester of 1945-46 track was restored and won three of the four scheduled meets of that season. The winning streak was continued through 1947-48.

The varied features of track sport, together with the University title holders and their records, were perhaps best revealed in Art Smith's All-Time Team of 1939 as follows: 100-yard dash, Gordon Fraser, '32 (9.6 seconds); 220-yard dash, Gordon Fraser, '32 (21.7 seconds); 440-yard dash, John D. "Jack" Hoblitzell, '32 (49.7 seconds); 880-yard run, Mickey Brand, '31 (1:58.7); Mile run, Barney Gedwilas, '36 (4:24.6); 2-mile run, Barney Gedwilas, '36 (9:37.2); 120 yard high hurdles, Russell Callaway, '32 (15 seconds); 220-yard low hurdles, Russell Callaway, '32 (24.6 seconds); 16 pound shot put, Carl Davis, '25 (45 feet, 8 inches); discus throw, Tony Repaswich, '39 (146 feet); 16-pound hammer throw, William "Bill" Miller, '34 (166 feet); javelin throw, Richard "Dick" Mentzer, '34 (185 feet, 7 inches); high jump, William "Bill" Ford, '32 (6 feet, 3 inches); pole vault, Phil

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Baer, '37 (12 feet 11 $\frac{1}{8}$ inches); and the broad jump, Samuel "Sam" Meder, '35 (23 feet, 7 $\frac{1}{4}$ inches). At the same time Smith picked John D. "Jack" Hoblitzell as the outstanding track trainee in his experiences in the University. Hoblitzell was then a member of the University board of governors.

After being adjourned for ten years tennis was revived in the spring of 1932 and intercollegiate contests were scheduled in 1934. Until 1937, when the athletic board decided to give both golf and tennis "limited support", the teams in each sport were coached by captains and by voluntary coaches with John D. "Jack" Hoblitzell taking the initiative in golf. Beginning in 1937 Dr. T. E. Ennis coached tennis for a small stipend to the beginning of the war, when tennis was abandoned for the duration. In 1938 Dr. Richard Aspinall of the University faculty coached the golfers on a voluntary basis and functioned in that capacity until 1942 when they, too, disbanded for the duration. With Dr. Aspinall as coach golf was resumed in 1946 and with Dr. R. E. Foster as coach, tennis returned in 1947. For the most part, the pre-war contests were with colleges in the tri-state area and the total results were approximately even.

5. INTRAMURALS

The most significant athletic event of this period was perhaps the introduction of intramurals. As the first full-time director of these sports in the East, Professor H. L. Samuel, formerly of the University of Michigan, began to develop his program at the University early in 1928-29. The first game was speedball played by leagues representing practically all of the twenty-five social fraternities. This was followed by a tournament for non-fraternity teams and by another for the inter-class championship, each of which was participated in by a large number of teams. Meanwhile tennis tournaments, both singles and doubles, were being conducted, and a number of students were preparing to take part in "Cross-country". In the course of the year, inter-fraternity and all-campus races, wrestling, basketball, etc., were introduced, and the winter season (1929) ended with the First Annual Athletic Carnival in the history of the University. All told twelve different sports were conducted on a more or less large scale.

The program was a response to physical needs as revealed in World War I. Moreover, it gave students who had been active before coming to the University, an opportunity to keep physically fit by taking part in one or more athletic sports. Members of the faculty became interested and a number of them participated through improvised games, mostly handball.

Contrary to the expectations of those who would have achieved the aims of the intramurals through an expanded and more comprehensive

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old time sports program, the intramurals grew in favor. By the end of the fifth year the number of sports featured had increased to fourteen and the number of student entries to more than 3,000, and more than 1,000 students participated. The greatest difficulties came from lack of playing facilities resulting in two or more sports trying to use the same space at the same time. Through the cooperation of private individuals and clubs these difficulties were alleviated somewhat, but in this field, as in others, the greatest need of the University was an adequate physical plant. Despite the difficulties, intramurals became an accepted part of the regular university program, and the annual fraternity contests were eagerly looked forward to in a number of sports.

One of the best features about the intramurals was the inclusion of women, made possible by the completion of Elizabeth Moore Hall, in 1928. In this matter the Woman's Athletic Association, after 1940 the Woman's Recreation Association, was helpful. In addition to most of the sports included in the men's program, that for women included also swimming, dancing, and archery. As in the case of the men, the sports and play programs for the women were supervised by regular members of the University faculty, under direction first of the director of the division of physical education, and later of the dean of the college of physical education and athletics. During the absence of the dean and the acting dean for military service Grace M. Griffin, professor of physical education, was acting dean of the College from mid-year 1944 to the fall of 1945, in charge of the entire physical education program. As the women on the campus then outnumbered the men, such an appointment was fitting and proper.

With the withdrawal of Professor Samuel on leave for military service, John Semon took charge of the intramural sports program for men and carried on during the war period. In the reorganization which followed, Professor Samuel having been lost at sea, Mr. Semon was in charge in the capacity of assistant professor. With fifteen fraternities participating in 1946-47, the intramural program was restored. With about 1,600 enrolled in 1947-48, the program was larger than ever before and would have been still larger had playing space been available. As in the past, the inter-fraternity tournaments were eagerly awaited and the championships were as eagerly pursued. Like World War I, World War II emphasized the need for physical education of all youth, and the indications were that the program would be enlarged rather than curtailed.

THE STATUS, 1948

Though the population of West Virginia was stationary during 1940-48 and though the post-World War II high school enrollment tended to decline, in 1948 the University administration expected the

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total enrollment to exceed 7,000 in 1949-50 and 8,000 in 1959-60. The phenomenal industrial development of recent years was expected to continue and to increase per capita wealth which was depended upon to increase the high school population and the number of high school graduates who go to college. These expectations were sustained by general predictions to the effect that college enrollments, following the exit of World War II veterans, would be sustained at post-war levels. Inasmuch as it was generally agreed that there would be only one state supported university, the control was planning to make the University as good as those in the neighboring states.²⁵

There were a number of handicaps, mostly financial, in the way of these objectives. First and foremost was the fact that West Virginia was thirty-seventh among the states in per capita income. As a result of this fact, plus her traditional inertia and "economy" the available funds did not attract the best teaching and administrative ability; the average salary of the instructional staff was in the lowest eight per cent of comparable institutions in the North Central Association of Colleges and Secondary Schools; and the physical plant was woefully deficient in lecture rooms, laboratories, dormitories, and offices. In other words, West Virginia University did not compare favorably with other state universities in the surrounding territory.

Two years of careful study had simplified the physical problem to the extent that the governing board knew which buildings were most needed and where they should be located, which ones had priority, and which ones to include in the long range program. Purchase of the Dille-Krepps tracts in the Evansdale-Suncrest sections aided in the solution of these problems. As approved by the governing board the resulting program called for the expenditure of about \$17,000,000 for buildings in the 1949-51 biennium. This expenditure was justified on the score of present and future needs and as a resumption of the building program outlined by President Lawall in 1941 and approved at that time by a subcommittee of the state planning board calling for the expenditure of about \$12,000,000 for like purposes. Among items in the new building program were \$4,500,000 for the College of Engineering, \$3,430,000 for the College of Agriculture, \$2,000,000 for the School of Medicine, and \$1,500,000 for a physics building, or about three-fourths of the total estimated cost of the building program for the biennium. Other large items included \$1,500,000 for an addition to the Library, \$1,200,000 for the Arts and Sciences College, \$570,000 for the School of Music, and a total of \$1,700,000 for dormitories.

As 1948 ended there was much speculation regarding the possible effects on this program of recommendations of the Council of the State Medical Association that the present University School of Medicine program be expanded to four years, that a four year dental school be

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established, that the legislature be asked to make an initial appropriation of \$6,300,000 to aid in financing the proposed schools, and finally that they be located in Charleston.

While admitting the need for these schools and emphasizing the importance of the location of a four-year medical college, President Stewart, in an address before the State Medical Association, indicated that the initial cost of such a college would be about \$9,000,000 and that such an expenditure might endanger the University building program by spreading the available funds so thin that they would not be effective anywhere. In conformity with his leadership the University board of governors went on record as favoring the establishment of four year medical and dental schools, "if and when it shall appear that funds for the required capital expenditures and operating costs therefor shall be available without prejudice to the needs of the existing programs now being carried on in the University's established academic schools and colleges." In other words, it favored putting "first things first."

Meanwhile each of the two major political parties, without careful consideration or expert advice, had committed itself to the establishment of a four-year medical school. For years the number of doctors had been less than the needs; the welfare program was emphasizing the need for more and better doctors; and for several years the state had paid about \$40,000 annually to train pre-University educated doctors in Richmond, Virginia. But in the last analysis political action was due primarily to the fact that there was an unincumbered balance in the state treasury, as of June 30, 1948, in excess of \$28,500,000.

Regardless of the causes, University affairs were thus again drawn into the political battlefield where, more than once, institution has been arrayed against institution, section against section, and individuals against individuals. To avert the usual consequences it was generally agreed that the question of the establishment and the location of a four-year medical college should be referred to an interim committee of the legislature with a view to definite action in 1951.

Largely with a view to overcoming the handicaps, the governing board of the University had asked for an operational budget for the 1949-51 biennium about 21 per cent larger than that of the previous biennium. But neither this request nor the building program, as modified by the recommendations of the State Medical Association, interested the alumni perceptibly. No meeting of the Alumni Association was called or suggested, and as usual the members were content to "leave the matter to the secretary and to those in authority." As usual most of the members were engrossed in personal, sectional, and partisan interests and were not concerned with a comprehensive educational program. In the last analysis these attitudes were more determining than the political involvements.

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In keeping with traditions the building program for the 1949-51 biennium was primarily in the interest of the natural sciences. Almost one-half of the requested appropriation was for engineering and agriculture; \$1,500,000 was for a physics building; one of the buildings in process of construction on the campus was for the exclusive use of the biological sciences; and that too despite the fact that the existing buildings were designed primarily for the natural sciences. Thus the University tended to become polytechnic and not the all-embracing institution planned by the founders. In the absence of more comprehensive planning and of broader conceptions of higher education the trend to the practical was however natural in a materially minded society motivated by acquisitive interests in coal, oil, gas, limestone, and timber.

For like reasons the building program neglected the social sciences. In the absence of a comprehensive graduate program, independently financed and manned, they were presumably left to the fostering care of the Arts and Sciences College which for years had been primarily interested in Lower division and general courses modeled after teacher training patterns. In conformity with this policy the Library was designed almost exclusively for undergraduate needs, and the responsibility for collecting, preserving, and conditioning the primary source materials in the social sciences was left largely to volunteers. As a consequence, legislators, administrators and educators were forced in emergencies to depend upon imported specialists for guidance in political, economic, and social matters. Moreover, they were happy and contented to do so, regardless of the fact that such dependence begot contempt for the state, fostered an enervating inferiority complex on the part of West Virginians, and ignored the generally admitted fact that the material interests of any body politic are most secure and effective when based upon scientifically determined political, economic, and social substructures.

In comparison with similar institutions in other states the University, before World War II, was thus not wholly unlike that of the 1880's. As then described by John A. Robinson, a regent, it had been well planned, but the funds at the disposal of the regents were insufficient "to enable them to develop the institution as rapidly and fully as the original plan seemed to contemplate, or to put it on a plane of successful competition with similar institutions in our neighboring States." Instead of placing the University in the position thus mapped out for it, the state had, according to the Strayer Report (1945), "assumed responsibility for a number and variety of higher institutions beyond the apparent disposition and policy of the State to provide for their adequate support and expected development."

The results of this policy, plus the until-recent traditional opposition of Mountaineers to higher education, were ably summarized by the Strayer Report, as follows:

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Each of these institutions is conducted without appreciable, co-operative reference to the plans and activities of the other State institutions; and, therefore, largely in accordance with its own immediate self-interest. Thus, at the present time, there is, in this so-called 'mountain-locked' State, a group of higher institutions tending to be 'mind-locked,' and serving principally local ends rather than meeting State needs. There exists no carefully drawn, State-wide pattern of higher education into which each institution may be economically fitted. Until the State is prepared to take certain drastic and courageous actions for the clear definition and progressive co-ordination of the functions of each and all of its present institutions, there is but little chance for the development of a system of higher education designed to accomplish the things essential for the economic, cultural, and civic welfare of the State.

The Strayer summary just quoted was only a comparative statement. On the other hand, West Virginia's severest critics did not deny that she had made progress, as determined by approved standards. Moreover, there was cumulative evidence to the effect that those responsible for her progress had adequate ideas of the needs and the possibilities. For instance, there was general accord to the effect that she could and should support one university. There was also a growing desire to have a university that compared favorably with similar institutions in neighboring states. In other words, West Virginia was evolving that "lofty spirit of state pride," that "creative and practical mind," and that "tenacious and invincible will" which President John R. Thompson in 1880 considered necessary for the creation of a real state university.

NOTES

Chapter IX—Part Three

1. Board of Governors, "Minutes," May 10, 1935; Board of Governors, *Report* (1935).
2. The vote was 173,005 for, to 179,652 against. *The School Journal*, Dec., 1946; *Blue Book* (1947).
3. Board of Governors, *An. Report* (1935-36); *ibid.*, (1938-39); *Alumni Magazine*, Vol. V, No. 2, pp. 4, 18.
4. For summary of this work see "Rebuilding West Virginia," in Public Affairs, *Bulletin*, No. 7, July 7, 1934; Board of Governors, "Minutes"; *The Athenaeum*, Jan. 8, 1931; *ibid.*, Feb. 16, 1935; *ibid.*, Feb. 20, 1935; *ibid.*, March 20, 1935.
5. Board of Governors, *An. Report* (1934-35); *ibid.*, (1935-36); Board of Governors, "Minutes," May 10, 1935; *ibid.*, July 1, 1935; *ibid.*, July 29, 1935.
6. Board of Governors, *An. Report* (1932-33); *ibid.*, (1933-34); *ibid.*, (1934-35); *ibid.*, (1935-36); *The Athenaeum*, Dec. 5, 1930.
7. *West Virginia Engineer*, Nov., 1944.
8. Board of Governors, *An. Report* (1936-37).
9. *The Athenaeum*, Oct. 4, 1930; *ibid.*, Oct. 14, 1930.
10. *The Athenaeum*, Feb. 1, 1930; *ibid.*, Feb. 4, 1930; *ibid.*, March 2, 1933.
11. *The Athenaeum*, Oct. 17, 1934; *ibid.*, Oct. 18, 1934.

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12. This statement was made in a letter to Governor Kump who complained to President Turner regarding Dr. Deahl's attitude toward the governor's proposed state published history of West Virginia for use in the public schools.
13. *The Athenaeum*, April 6, 1937; *ibid.*, Oct. 6, 1939; President, *Report* (1946-47), p. 5. For a history of Episcopal Hall, see *The Athenaeum*, April 27, 1943.
14. As reconstituted, the Athletic Board was composed of five instead of three faculty members as formerly. The alumni representation was left unchanged at two, and the student membership was reduced from two to one. *University Catalogue* (1935-36); Board of Governors, *An. Report* (1935-36); Board of Governors, "Minutes," Nov. 7, 1935.
15. Including President Stewart (1946), the University has had thirteen regular presidents, nine acting presidents, and one chairman of the faculty. Together with their periods of service, they were: Alexander Martin, April 3, 1867-August 12, 1875; Vice-president John Work Scott (Acting), September 6, 1875-March 27, 1877; John Rhey Thompson, March 28, 1877-March 12, 1881; Vice-president Daniel Boardman Purinton (acting), March 13, 1881-1882; William Lyne Wilson, 1882-1883; Robert Carter Berkeley (chairman of the faculty), 1883-1885; Eli Marsh Turner 1885-July 21, 1893; Vice-president Powell Benton Reynolds (acting), July 24, 1893-1895; James L. Goodknight, 1895-August 6, 1897; (from August 6 to August 10, 1897, Vice-president Robert Allen Armstrong was nominally acting president); Jerome Hall Raymond, August 10, 1897-1901; Powell Benton Reynolds (acting), March 21, 1901-July 31, 1901; Daniel Boardman Purinton, August 1, 1901-July 31, 1911; Alexander R. Whitehill (acting), August 1, 1911-September 30, 1911; Thomas Edward Hodges, October 1, 1911-August 31, 1914; Frank Butler Trotter (acting), July 19, 1914-1916; 1916-1928; John Roscoe Turner, 1928-December 31, 1934; Robert Allen Armstrong (acting), January 1, 1935-September 30, 1935; Chauncey Samuel Boucher, October 1, 1935-August 31, 1938; Charles Elmer Lawall (acting), September 1, 1938-1939; 1939-August 31, 1945; Charles Thompson Neff, Jr., (acting), September 1, 1945, June 30, 1946.

The vice-presidents, some of whom were, as such, acting presidents, were: John Work Scott (1867-68, 1873-77), Franklin Smith Lyon (1868-70, 1877-March 10, 1881), Samuel G. Stevens (1870-73), Daniel Boardman Purinton (March 10, 1881-83, 1885-December, 1889), Powell Benton Reynolds (January, 1890-March, 1897), Robert Allen Armstrong (June 15, 1897-August 22, 1899). From 1898 to 1910 Waitman Barbe was assistant to the president and performed the duties of a vice-president. From July 1, 1936 to July 1, 1945, Richard Aspinall was assistant to the president in student affairs. On October 7, 1946, the vice-presidency was revived with Charles Thompson Neff, Jr., as the occupant.

16. The athletic council, as constituted in 1947, was composed of Dean G. Ott Romney (chairman) and Professors J. O. Knapp, H. M. Fidley, and C. L. Colson of the faculty; Isaac L. Van Voorhis and G. W. Jackson of the alumni; Wm. G. Thompson of the board of governors; and R. G. Gentry, '48, student. *Alumni Magazine*, Vol. XIII. No. 1. p. 7; Board of Governors, *An. Report* (1946-47); *Morgantown Post*, March 7, 1947; *ibid.*, March 14, 1947.
17. *Alumni Magazine*, Vol. XII, No. 4, pp. 2-3, 17; *The Dominion-News* (Morgantown), April 25, 1947; *ibid.*, April 26, 1947.
18. *The Athenaeum*, Feb. 16, 1932; *ibid.*, Oct. 20, 1932; *ibid.*, Feb. 16, 1935; *ibid.*, Oct. 31, 1935; *ibid.*, Nov. 2, 1935; *ibid.*, Nov. 5, 1935; *ibid.*, Dec. 13, 1935; *ibid.*, Dec. 7, 1934; Stities, "Military Training."

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19. *The Athenaeum*, Sept. 22, 1939; *ibid.*, Sept. 26, 1939; *ibid.*, Oct. 18, 1939; *ibid.*, Sept. 20, 1940; J. C. Easton "Booklet" entitled "West Virginia University in the War"; Board of Governors, *Report* (1941-42); *ibid.*, (1942-43).
20. *The Athenaeum*, May 26, 1944.
21. In the order of their succession the May Queens were Jean Haller (1928), Mary Jo Matthews (1929), Scholastica Goedosh (1930), Jannette Brooks (1931), Louida Colebank (1932), Jane Jester (1933), Alice Hamilton (1934), Melrose Boor (1935), Mary Lee Coffindoffer (1936), Helen Baker (1937), Catherine Shaffer (1938), Eileen Jerrell (1939), Francis Williams (1940), Martha Mae Conner (1941). *The Athenaeum*, May 9, 1931; *ibid.*, April 26, 1941; *ibid.*, May 3, 1932; *ibid.*, May 10, 1936; *ibid.*, May 8, 1947; *ibid.*, May 9, 1947.
22. The Millhouse plan was proposed by S. G. Millhouse of Charleston, a pre-law freshman who registered in 1933 and was graduated in 1938 with a LL. B. degree. *The Athenaeum*, May 13, 1936; *ibid.*, March 9, 1937; *ibid.*, April 30, 1936.
23. *The Athenaeum*, March 6, 1934.
24. *The Athenaeum*, Dec. 2, 1930; *ibid.*, Jan. 6, 1931; Wayne Schwartzwalder, "A History of Inter-Collegiate Football at West Virginia University" (M. A. Thesis, W. V. U., 1940).
25. W. V. U., *Report of the President* (1946-47), p. 22; F. W. Stemple, "Predicting the Future Enrollment of West Virginia University" (Morgantown, Sept., 1946); Census Bureau, "Releases."

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CHAPTER VII—THE TRANSITION, 1880-1909

PART ONE—ELEMENTARY AND SECONDARY EDUCATION

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CHAPTER VIII—THE NEW EDUCATION, 1909-1929

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PART TWO—HIGHER EDUCATION

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